

The EUROPEAN IDEAL: David Jobbins visits the Common Market's European University Institute near Florence (page 11)

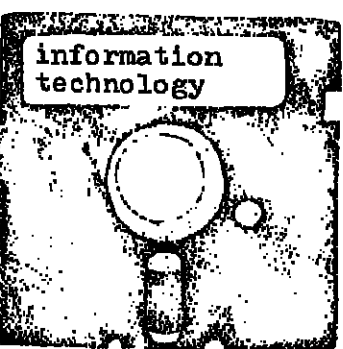
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PRESENCES: Michael Schmidt looks at the "slow, imaginative earthquake" of C. H. Sisson's writing (page 15)



This "poet" allegedly materialized at a Victorian seance

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The Great Debate

The limits of hierarchy

A subtle but powerful shift has taken place in the message beamed out by the University Grants Committee in the past year - and the subject of this is the crucial issue of how formal a hierarchy there should be among universities. The traditional idea of an informal and private hierarchy is being displaced by the much more political idea of an explicit and public hierarchy. It is this shift of view that lurks behind many of the UGC's questions on academic issues, on subject balance (questions 5 to 7), research (questions 8 to 12), and teaching (questions 23 to 26).

This quiet but quick revolution at the UGC deserves careful analysis. Of course the UGC, to use a perhaps misleading shorthand, had a strong sense of hierarchy which it was not afraid to apply in the 1981 distribution of the cuts. But their sense of hierarchy was contained, just, within traditional limits. They accepted that discrimination between universities (and disciplines?) had to satisfy three tests: it had to be private, in the sense of reflecting the UGC's own academic judgments rather than being agreed with the Department of Education and Science as part of a political package; it had to be flexible, adaptable to take account of the rise and fall of reputations; and it had to stop short of the point where universities were clearly divided into separate categories.

In 1981 the UGC had a common programme for all universities, which we have described rather crudely as the new academicism. Bath and Salford may have been treated very differently but this was not because they were meant to be different types of university. Rather it was because they were meant to be the same kind of university, and the UGC was not quite sure that they were. The charge against the UGC was not that they sought to create a two or three-tier university system but that they tried to impose a hierarchy of orthodoxy.

The Swinerton-Dyer UGC is edging, or being edged, away from this traditional position. The reasons for this change are many. One has been alluded to already: the committee has a new chairman whose exuberance for the political game is in sharp contrast to the canny reticence of his predecessor. Another is that the sniping competition from the National Advisory Body and the looming prospect of student famine in the 1990s both represent a challenge which the universities cannot safely ignore. If universities are to maintain their traditional claims to academic excellence and fight a populist war with the polytechnics and colleges for the dwindling students, some differentiation among them may be inevitable.

A further reason is that the UGC has chosen in its own great debate to make hierarchy among the universities a formal issue. So the UGC must expect those who reply to its 28 questions to take up formal positions on this issue. This probably rules up a reiteration however sophisticated of the traditional view that "all universities are the same but everyone knows which are best". The form of the great debate also probably rules out as a reasonable conclusion the view that a hierarchy among universities is unacceptable, to revert to the (integrated) assumption of non-discrimination that prevailed until 1981. The UGC's present strategy does seem to rest on the presumption that something is wrong with the university system so answers which suggest everything is all right will not carry conviction.

It is probably unfair to pin too much of the responsibility for this shift in opinion on the UGC alone. The committee has simply shared in a general movement of views in the ill-defined university establishment which includes both the politicians and officials intimately involved in higher education policy at the DES and influential vice-chancellors, professors and other university leaders, especially those with a

foot in the research council camp. The result is that a two or three-tier university system, which even a tumbled UGC rejected in 1981, has become for the first time a feasible proposition. A feasible proposition is not necessarily a sensible one. The idea of a tiered university system may have become much more attractive, especially to those who safely expect their university to be in the top tier, but the case for such a radical departure from the traditional pattern still has to be made. The key battleground in this debate will be research, which provides both the main motive for supporting the idea of an explicit hierarchy of universities and the principal means by which such a hierarchy could be established. The research debate can be boiled down to three broad questions.

First, how strong is the traditional argument that research and teaching are inseparable parts of an organic academic enterprise? The difficulty with this question is that there are almost as many answers as there are disciplines. In most of the humanities the case for keeping teaching and research together is normally regarded as strong; in the natural sciences less strong. In fact it is possible to argue that it should be the other way round. Scholarship in the humanities is necessarily academic and detailed while teaching in these subjects may be best seen in the context of (high-level) general education. In the sciences there is a strong case for arguing that the pace of discovery is so swift that teachers who are not close to it not engaged in frontier research may rapidly become obsolescent.

So it is extremely difficult to offer a general answer to the first question. All that can be offered is a highly provisional comment. If universities remain committed to the more restricted academic role they have acquired under duress, since 1981, they will be able to make a stronger case for preserving the present close links between research and teaching because their students will be well qualified with strong academic or professional commitments. However, if they "lower" their standards by competing with the polytechnics and eroding their unit of resource, their case will be weaker because their students will be drawn from a broader constituency.

But even if the final verdict on this first question is one of scepticism, necessarily undermine the case for keeping research and teaching together. Even if there are no high-falutin' reasons for their continued association, there may be convincing administrative reasons. After all teaching and research use many of the same resources and their spheres of activity overlap. It may make good pragmatic sense to keep them together in most cases.

Second, the other side of the coin, what are the advantages of treating research and teaching separately? The main answer is that this is the only way to concentrate the limited resources available for research on the good people and the good places. The difficulties created by the decay of the dual support system are so well understood that they hardly need to be described. However, there are two other subsidiary answers that do deserve to be mentioned. The first is that it is only by disaggregating research from teaching money that the universities can properly defend themselves against the persistent charge of being expensive compared with polytechnics and colleges. The second is that the separation of research and teaching would allow the polytechnics and colleges to make a stronger case for their own research budget.

Third, how should it be done? There are three choices. The first, which appears to have been considered seriously by the UGC, is to establish separate research institutions with no

teaching commitments, a common pattern in other parts of Europe. The second is for the UGC to " earmark " a portion of each university's grant for research. The university would not be allowed to divert this money for other purposes. The third is for the UGC to " earmark " how much of a university's grant is intended to be for research but to leave the university free to draw its own conclusion.

Much the most feasible is the last. Earmarking is commonly regarded as both oppressive and in legal terms unenforceable, while indicating fits in well with the UGC's tradition of offering weighty "guidance" which universities are free to ignore - at their peril. But earmarking would have the advantage of focusing resources more precisely on individuals and departments, while indicating might leave the fortunate universities with a wain glow and the unfortunate ones with a bitter taste but not really tackle the problem of concentrating resources.

Teaching in its own right looks a much less significant component in any movement towards a tiered university system. No one is seriously suggesting that some universities should become involved in sub-degree courses. Perhaps someone should be. The only exceptions would be any polytechnics that follow the Ulster merger. The position of the UGC on university-polytechnic mergers can perhaps be best described as one of agnostic support. Of course some lower-level courses will creep back into universities through the back door of continuing education. As for reducing excessive specialization in school sixth forms and more general first degrees, the more heterogeneous student populations of the 1990s may slowly loosen the grip of academic specialization on the undergraduate curriculum.

The real battleground, however, will not be the pattern of courses but the balance of subjects. Here everything and one is pushing in the same direction, towards more science and technology. As universities will increasingly be tempted to play the skilled manpower card in their campaign to avoid future cuts, there will probably be little dissent from this strategy. But perhaps there should be. Wealth creation is not just about more scientists and engineers and universities are not just about wealth creation.

It is difficult to draw the strands of this discussion together to produce a sensible conclusion. A hierarchy has always existed among universities - and always will. But this is very different from a university system divided into formal tiers. For the hierarchy is in a constant state of flux. In the 1950s the great civic universities, just behind Oxford and Cambridge in many subjects; today they are struggling to come to terms with the inevitable frustration of their ambition to battle it out at the top. The stars of the 1960s like Sussex no longer shine so brightly. The technological universities have nowhere to go but up in the 1980s. Then there are the individual success stories like Bath.

Yet it would be a big step to solidify this mass of anecdote and impression into a frozen hierarchy. Perhaps that step now has to be taken. It might be defensible, just, to treat Oxford, Cambridge, Imperial College and one or two others as a premier division. But the case for dividing up the rest still looks very weak. For whatever the balance of pragmatic advantages and disadvantages of a formal hierarchy, it is difficult not to detect a failure of imagination behind the desire to create a stricter division of labour among the universities. The difficulty of accommodating the rival claims of research and teaching, undergraduate and continuing education, scholarship and professional commitment within a single institution cannot be underestimated. But the attempt may still be worthwhile. Some would argue it is what universities are all about.

Next week: Too much and too little

Laurie Taylor



Chancellor - vice chancellor - high and gentlemen. In the Blue room from the physics department - let the lecturer's scale for the year please you - Doctor Lionel Baskin. (Loud cheers)

And in the Red corner - hon department of English and studies - top of the lecturer's scale 11 years - Doctor Maira Ewald. (Loud cheers)

Laydees and gentlemen. The winner this contest will go forward to join other lucky winners in the next round. If successful there, on to the round, in which will be the debut year's promotion to senior level. (Loud cheers)

Seconds Out.

(Sotto voce) Benskin quickly out corner, and he's already picked Everard with a couple of crisp articles. A nice two-page Journal Physics piece and a Physical Review research note. Yes, and he's bang. Forcing Doctor Everard back at heels. Bang, Bang. Two more articles - both Physical Review good combination. My word, this splendid opening for Doctor Baskin. (Shouts of "Physics, Physics")

But now it's Doctor Everard's turn to take up the offensive. Yes indeed it's a full-sized BOOK. The Jekyllmaker. A solid fat OUR bit. That's certainly got Benskin singing. And in goes Everard again, forcing home her advantage. So, Benskin the wrong way and back with - my word - yes, it's a BOOK. Amazing. Two original lines in the space of a minute. Has Benskin anything left? ("English, English")

He feints, moves off the ropes a yes, he's getting in to the body. Yes, a research note. Bang. Bang. Bang. And - bang - a very solid indeed from the American Journal Physics - and another - and another. Three in a row. And all 1982. Sensational stuff. ("Physics, English, Physics")

Now it's Everard's turn to be pushed back. But she jabs back with a volume of poems. Benskin picks the v-c for a moment but the position was good. They're just jabs there now. Slugging it out. Times Physical Review articles from Benskin. A quick Encounter and a Times Everard. An unexpected Journal Electron Spectroscopy from Benskin. Has Everard anything left? She goes with a THES, tries again with a Book News and finally throws in a years administrative experience. Impeccable teaching record. But she carry little weight. ("Physics, physics")

And here comes Benskin again, goes a five-year SERC research grant. And another. What a finish! It's over now for Everard. ("Physics, physics")

Yes, that's it. The v-c has stopped contest. Everard goes slowly to the corner and a delighted Benskin, one step nearer, waves his CV proudly aloft. A cracking match. Don't forget we'll be back with action in the very next edition of the Scale.

(Loud cheers and muttered cries "adjust the ratio")

The Times Higher Education Supplement

March 30, 1984 No 595 Price 60p

Joseph threatens standards probe

by Kuren Gold

A short-sharp inquiry into the quality and validation of polytechnic and college degrees is likely to be set up by the Department of Education and Science in the next two months.

Backed by senior ministers across a number of departments, the inquiry would be carried out by a small high level committee with an independent chairman. It would be presented as a DES initiative in public sector higher education parallel with the current universities' working group on academic quality, and the recent announcement by Sir Keith Joseph, Secretary of State for Education and Science, of moves to standardize school examinations.

It is likely to take between six months and a year and will scrutinize in particular the work of the Council for National Academic Awards, but also the universities validating degrees in colleges. It may touch on the non-degree validation by the Business and Technician Education Council, but would not include professional bodies.

Among the subjects the DES will urge it to consider are industrial involvement in what is taught

and examined, standards of degree course entrants, the possibility of some polytechnics validating their own degrees, and examination procedures.

Alternative examination procedures are at the heart of Sir Keith's continuing dissatisfaction with the CNAAs' validated degrees in sociology and applied social studies at the Polytechnic of North London. Last year the CNAAs were severely embarrassed by a critical HM Inspectorate report on the two degrees shortly after the council had reapproved them.

At the time the inspectorate was published, Sir Keith warned that he was considering an inquiry into the design, validation and teaching of degrees in the public sector. Since then, following the reluctance of both CNAAs and the Inner London Education Authority's inspectors to back the HMI criticisms, the DES has been determined that the issues should not die away.

In the recent higher education debate in the House of Lords, the Earl of Swinton speaking for the Government, said that it was "considering whether a parallel initiative (to the universities) Reynolds group looking at academic standards) is required in respect of the local authority and voluntary

sectors of higher education". DES officials hope that the emphasis of any inquiry can be steered away from the PNL affair. They are aware of discontent in the polytechnics particularly about the cost and bureaucracy of the CNAAs.

Their hope is that an inquiry would put its authority behind attempts to set the institutions free from deified CNAAs control, such as the partnership scheme pioneered at Newcastle Polytechnic. This could lead to a rapid relaxation of the present CNAAs regime, with institutions being validated in five-yearly intervals but allowed to approve their own courses. The final outcome could well be complete academic autonomy.

The terms on which the committee should be established are still being negotiated. The CNAAs is known to oppose any further investigation into PNL, or even a narrow inquiry into standards in social science. Sir Keith's long-established *hétéroclite*. An additional complication is that the inquiry would have to cover the CNAAs' activities in Scotland and Northern Ireland as well as England and Wales, thereby involving the Welsh and Scottish offices and further evidence that the CNAAs is the main target.



Gregynog's alternative Great Debate, 10

Leeds scoops 20 'new blood' posts

by Ngaio Crequer

Leeds University has scooped 20 of the "new blood" posts announced this week, followed by Birmingham (17), Manchester and Newcastle (15), Cambridge (14) and Edinburgh (13).

The University Grants Committee has allocated 350 posts altogether, which are aimed at bringing in young academic staff to the universities to strengthen research.

Leeds has done particularly well compared with its seven last year. Oxford is down on last year, from 17 to 10.

Keefe and Stirling have been given no posts. Salford one, Aston two, Bristol seven, (12 last year), Sheffield four and Essex five (none last year). For the first time the Open University has been allocated one extra post. It applied last year and was rejected.

The posts have been allocated to the following disciplines, (figures for last year in brackets): medicine 55 (43), engineering 60 (48), agriculture and veterinary studies 41 (41), mathematics 27 (20), physical sciences 85 (66), biological 40 (25), social studies 32 (25), arts 33 (15), education seven (none).

There were 242 "new blood" posts last year. Information technology posts for this year will be announced shortly.

The UGC has told universities that in view of the difficulty of filling some posts last year, subject areas should not be too narrowly specified, when advertised.

Full list, page 5



Protesting students at an alternative medicine lecture at the City Lit's all-night teach-in.

ILEA adults protest all night long

by Maggie Richards

Drastic reductions in the budget, staffing and scope of Inner London's adult education would follow in the wake of proposed Government legislation, it was claimed this week.

The forecast was made by Mr Neil Fletcher, chairman of the Inner London Education Authority's further and Higher Education Subcommittee at a public meeting held at the City Lit to highlight the issue.

Students and staff from the City Lit were joined by members of other Inner London adult education institutions in a marathon all-night teach-in to protest at the Government's plans and to demonstrate the unique service offered in London.

Underlining the important contribution of adult education, Mr Fletcher said it was not sufficient to preserve the ILEA by direct elections if the Government was intent upon curbing the authority's spending power.

Inner London's adult education, totalling £33m represented 25 per cent of adult education spending throughout the country.

"As long as the ratepayers are prepared to tolerate that spending, it is the business of the politicians and people of Inner London to decide for themselves," Mr Fletcher declared.

"It is an irrelevance and cheap for the Government to come in over our

heads and say they are going to stop us spending money and things we believe are important. People who are committed to education should say as loudly as possible to the Government they will not tolerate this arrogence."

The adult education service provided in Inner London had been acclaimed not only in Britain, but worldwide.

Yet, under the terms of the Government's grant assessment, Whitehall had calculated that the ILEA should spend £8m one quarter of its existing budget, on adult education. A cutback of this kind would entail the loss of one in four of the staff currently employed.

Quality and efficiency must come first, says Brooke

by Patricia Santinelli

Mr Peter Brooke, under secretary for higher education, this week sketched out the criteria which the Government will apply to the current debate on a strategy for higher education in the 1990s.

He warned that it would not be acceptable to make up the expected fall in demand for places with just any kind of students. And he identified quality and efficiency as the cornerstones of ministerial judgments.

Mr Brooke was speaking at a conference on higher education finance over the next decade, held by the Chartered Institute of Public Finance and Accountancy in London. He said that scope for other participation would

need to be examined in the light of the absolute needs of the country for skilled manpower.

"This country cannot afford to allow institutional costs to rise or institutions to operate below viable levels as demand falls," he said. "Financial and other mechanisms will have to be used to ensure that this does not occur."

Mr Brooke added that the closure of a university or polytechnic between 1987 and 1995 could not be ruled out because of the scale of the decline of 18-year-olds, anticipated to be between 75,000 to 100,000 students.

"From 1987 to 1995 you cannot cut academic institutions into individual parts, not least because of the individuals associated with such institutions. Rationalization will have to be across the binary divide."

"Some say we should not engage in the rationalization, but this would prevent us from releasing resources to the rest of the system such as increasing the numbers who get two A levels."

Talking the public sector as an example, Mr Brooke said it would not be sufficient to reduce pockets of advanced further education in predominantly non-advanced further education institutions. Significant sized institutions would have to be considered.

At least a year to debate the Government's strategy for rationalization. This would be published by the winter after the views of the University Grants Committee and the National Advisory Body had been received.

Mr Brooke said the Government's strategy for higher education in 1990s

would be dominated by two cornerstones: quality and efficiency, without which it would not be possible to achieve value for money.

Mergers between and across sectors would be welcomed if this led to financially and academically stronger institutions, albeit very different in style from the original.

Other major areas where radical change could not be ruled out included the present method of dual funding for research in universities and the structure of undergraduate courses.

On quality, Mr Brooke said there were genuine concerns that some courses were not equipping young people in the best way with skills that would enable them to play a constructive role in the economic, social and cultural developments of society.

Letters to the editor

UCCA's natural order of things

Funding funds for libraries

Sir, - In his letter on formulae for funding stock purchases for academic libraries (*THE TIMES*, March 16) Mr Jones of Bath University Library suggests that the Centre for Library and Information Management might work on producing one. In fact my management committee had, on the previous day, just approved a proposal to look into this very difficult but intriguing problem. I do not expect for one moment that CLAIM will come up with one formula and I agree wholeheartedly with Mr Jones that each institution has its own particular problems. However, we shall be starting on this project in a small way and hoping to learn as we go. Our aim will certainly not be to seek for Mr Law's philosopher's stone (*Letters*, March 9) but to consider the relationships between academics and librarians, to try to distinguish between needs and wants and to produce an analysis which will be of help to practising librarians. I shall be very pleased to hear from anyone in institutions of higher education, both librarians and academics, who feel they can help me in this work.

Yours faithfully,
PETER H. MANN,
Director,
Centre for Library and Information Management,
Loughborough University.

Sir, - It may be true that formulae for dividing the budget allocated to an academic library can be neither simple nor easily obtainable. Nevertheless, librarians do themselves no good by arguing the difficulties (*THE TIMES*, March 9). "The difficulties will argue themselves." Nor would a simple figure of 6 per cent or anything else solve the problem. Applying Mr. Law's argument, "why not 5 or 2.4?"

The problem lies deeper. "The library and librarians are trying, as do our lords and masters who ultimately budget all the funds, to maintain the myth of a unity, 'Education'. The academics, divided into their departments, faculties, schools or whatever, are recognizing the facts - unfortunate - fragmentation.

No formula is ever going to be accepted for long because not only do those who come out at or near the bottom immediately start to raise Cain, but also he who comes out top expresses elegant academic reservations at the meagre amount provided for the obviously most deserving department. All formulae fail because they enter the minefield of all office - and dare one say it, civil service - politics. "Those brothers down the corridor" have got more than we've got. The librarians are never going to win this one. The real loser is, of course, as always, he who has to foot the bill.

Yours faithfully,
RAYMOND MOSS,
Chief Librarian,
Teesside Polytechnic.

Grandes écoles

Sir, - I was interested to read David Morrell's article on France's *grandes écoles* (*THE TIMES*, March 16) and in many respects agree with what he says. As the UK director of a French *grande école*, the only one with bases outside of France, I feel he omits an important dimension from his article. Namely, the role of the chambers of commerce. The Paris chamber of commerce, for example, is directly responsible for a number of *grandes écoles*, including my own institution and the Haute-Ecole des Etudes Commerciales, mentioned by David Morrell.

The closeness, through the chamber of commerce, of the needs of the real world of industry and commerce to the top institutions involved in preparing tomorrow's senior managers, is, I believe, of great importance.

Yours faithfully,
K. STARLING,
UK Director,
European School of Management Studies,
Oxford.

Sir, - Mr Halfyard's thoughtful article (March 23) criticizes the use of preference order in the Universities Central Council on Admissions scheme. Much of his criticism is valid. But the only solution he offers - to eliminate the element of preference from the application form, and to instruct candidates instead to place institutions in the order of their code number in the UCCA handbook - would be unworkable, for the following reasons.

First, it would deny the opportunity of declaring a genuine preference, which many applicants hold. Second, it would be unhelpful to university selectors in over-subscribed departments, who must have some indication before they make an offer whether there is

any prospect of its being accepted. Third, since no instructions are uniformly observed, it would be difficult to determine whether those candidates who put their choices in the wrong order were merely careless or were disclosing a hidden preference. Fourth, any such rule would not be favoured by those institutions which would regularly appear at the bottom of the list.

The present system enables candidates either to declare preferences, not as they please; and also to signal changes in their original order by their mode of reply to offers. It cannot overcome all the problems to which Mr Halfyard refers, some of which are present whenever choices must be

made in life. Early and comprehensive briefing before applying through UCCA is essential.

Our figures do not support Mr Halfyard's contention that universities are slow in making decisions. In order to fill 70,000 places this October they have already made over 400,000 offers. Many of these could not have been made until selectors had received replies to previous offers made to other candidates.

Yours faithfully,
RONALD KAY,
General Secretary,
Universities Central Council on Admissions,
Cheltenham.

Silent institute

Sir, - The European University Institute in Florence (*THE TIMES*, March 23) has my every support, but from my own experience it appears that the reverse is not the case.

In the last six months I have written twice to obtain copies of *EUI Working Papers* (advertised in the annual reports of the Institute), so far without receiving a reply.

On the assumption that the Italian postal services are not to be blamed, I would like to suggest that a more efficient publications office would help the Institute achieve the "higher profile for its activities" which your correspondent refers to as being necessary.

Yours faithfully,
PETER van den DUNGEN,
School of Peace Studies,
University of Bradford.



The European University Institute... higher profile needed

Video role

Sir, - Patrick Raymont (*THE TIMES*, March 2) misses a third role in the Business and Technician Education Council's support for information technology. It seems clear that one of the major growth points in the educational sphere of IT will be in the use of interactive video, which will incorporate a full range both of computer-based learning facilities and of moving film material, as well as of static visual and print material.

This will call for a very wide range of technical services and it seems clear that the range of skills involved in the production of the more sophisticated multimedia materials will include those required for a) visual communication (photography, graphics etc.); b) auditory communication (presentation of voice, selection of music

etc.); c) verbal communication (composition of the central core of information); d) integration of the above contributory materials to convey a specific message in a multimedia form; e) technical management of equipment (installation and maintenance); f) production of computer programs for interactive use; g) assembly of a variety of learning materials on videodisc; h) servicing of microcomputer and videodisc.

It follows that the training of such technicians, at various levels of expertise, will need to give due weight to all these aspects, appropriately balanced for different specialist roles but offering the maximum flexibility. At present the courses for technicians serving these various functions fall in several separate sectors of the BTCEC.

The logic of the situation, however, is that courses for technicians in the audio-visual multimedia areas, if they

are to be adequately coordinated, should be placed under the aegis of a new cross-sector committee, to include representatives from:

- art and design;
- electronic and communication engineering;
- computing and information systems;
- general and communication studies.

The merger of the Business Education Council and the Technician Education Council has of course been extremely timely and convincing. But the pace of development in multimedia communication is now so great that the effective coordination of course content cannot be delayed further without prejudicing college staffing and other policy.

Yours faithfully,
K. G. COLLIER,
4 Robson Terrace,
Shildcliffe, Durham.

Mutual respect

Sir, - When will academic specialists cease employing the columns of your paper as the intellectual equivalent of a soapbox from which to ventilate ill-disguised disciplinary prejudice? The tendency to "assertive prescriptions" and "negative prejudices" - terms which he uses to malign "sociology" and the "ordinary type of academic historian", respectively - is particularly evident in A. C. Crombie's recent, unreflective piece on the history of science (*THE TIMES*, March 2).

In the absence of any demonstrable knowledge of the wide-ranging variety of spheres of intellectual specialization of which Crombie is unscientifically dismissive (other than, of course, his own specialization) one can only wonder at the implied party line he is

promoting through his own rhetorical devices - to paraphrase his own tendentious conclusion, Crombie calls for "the trust upon which a true republic of letters must rest". He does little in his high-handed, wide-sweeping, propagandistic asides on disciplines and technical approaches outside his own searching historical studies, to advance or exemplify that trust.

It might benefit rational and critical discussion generally if there was a renewal of the old-fashioned scholarly and scientific virtue of respect for the other person's place in the academic sun.

Yours sincerely,
WILLIAM S. KEENAN,
Department of social studies,
Trent Polytechnic,
Nottingham.

New A level

Sir, - Your readers may be interested to know that the Joint Matriculation Board is intending to introduce an A level syllabus in philosophy. It is expected that the A level will be offered by a number of schools and colleges in September 1984 and the first examinations will take place in 1985.

The JMB has submitted proposals for a syllabus in philosophy to the Secondary Examinations Council and is accumulating the necessary Association and the appropriate departments in its

constituent universities about its proposals. The JMB proposals have resulted from a submission made to that board by Stockbridge College.

The board recognized the Stockbridge submission as forming the basis of a syllabus which would be both appropriate for all its centres and an imaginative addition to the range of A levels open to prospective students.

Yours faithfully,
PETER DUFF,
NIEL SELLOKS,
Stockbridge College,
Strathclyde.

PhD problems

Sir, - There has been a good deal of correspondence, in your own columns and elsewhere, concerning the problems that some postgraduate students have experienced both during their period of research and at the examination. The Council for Academic Freedom and Democracy, which has had a number of these cases referred to it, has decided to establish a working party to inquire into all problems relating to postgraduate research in the humanities and the social sciences. The natural sciences will, at least for the present, be excluded.

The council has asked me to chair the working party and it is proposed to take both written and verbal evidence. Confidentiality, where requested, will be respected. Those who wish to offer evidence should write to the address below. May I add that we are as interested in the views of supervisors as well as in the experiences of postgraduate students.

Yours sincerely,
JOHN SAVILE,
Chairman,
Council for Academic Freedom and Democracy,
152 Westbourne Avenue, Hull.

Letters for publication should arrive by Tuesday morning. They should be as short as possible and written on one side of the paper. The editor reserves the right to cut or amend them if necessary.

Yours sincerely,
JALEEN GIBSON CORRIE,
Faculty of Art and Design,
Gwent College of Higher Education,
Clarence Place,
Newport,
Gwent.

Nigerians

Sir, - Mr Durojaiye's indictment of the university system (*Letters*) would be better directed at the politicians, administrators, teachers who have been encouraged to a crude elitism, freedom of inquiry and an increasingly narrow view of education.

If he spoke to Nigerians to those staff who will accept the reputation of what was once an intellectual community, he would be less inclined to be so considered. It must then report to the Committee of Vice-Chancellors and Principals and the University Grants Committee on the results with which the appropriate comments and recommendations.

The terms of reference of the steering group coordinating studies in individual universities are to promote and coordinate, in consultation with a series of efficiency studies of the management of the universities, the Committee of Vice-Chancellors and Principals and the University Grants Committee on the results with which the appropriate comments and recommendations.

Dr Woodhouse was seen to be an academic judgment nor he concerned with the academic and educational policies, practices or methods of the universities.

Excluded are matters of academic policy including priorities between disciplines, balance of undergraduate and postgraduate teaching, staffing levels, and resources allocated to teaching, research and research.

The steering group will invite five or six universities representing a reasonable cross-section to take part. The why standards have fallen so low and the university will select the changed. Many of us have seen the hospitality of Nigeria and her study.

The consultants' report should go to the steering group - then the group - which this potentially bright and able group of lecturers - then to the UGC which will comment that are now being wasted on a whole. The devoted to providing an individual and UGC reports will then be better than that of the past.

Yours faithfully,
LEONARD BLOOM,
Principal Lecturer,
Department of Social Science,
Polytechnic of the South East,
London SE1.

Art booklet

Sir, - I have been asked to write on behalf of the Association of University Historians schools subject which I am a member. As you are aware, we endeavour to be an alliance of practical and design studies in art and design and to encourage the study of art history in a discrete academic discipline in schools; we also to dismantle the concept of an approach to the theoretical, design and we seek to recognize the cross-fertilization of the study of art and history.

Among various steps taken in furtherance of these objectives, the sub-committee has organized a series of seminars in conjunction with the Education, the Inner-London, the Authority and the Albert Museum.

However, it is apparent that a number of inquiries remain to be made. There is a crying need for a house through which parallel similar activities taking place where in Britain can be made available to art teachers and other parties.

To meet this need the sub-committee is investigating the possibility of issuing a booklet listing the in-service courses throughout the country and ii) advising bodies in a position to supply the plus details of local courses.

Those seeking a through an approach to the study of art history - to develop visual art among children of different ages and diverse academic attainments.

I would ask that those who submit details of courses or addresses of organizations to write direct to me.

Yours sincerely,
JALEEN GIBSON CORRIE,
Faculty of Art and Design,
Gwent College of Higher Education,
Clarence Place,
Newport,
Gwent.

Efficiency study gets £300,000

by Ngaio Crequer

The Government is to provide £300,000 for efficiency studies in the universities, details of which were released this week.

The terms of reference of the steering group coordinating studies in individual universities are to promote and coordinate, in consultation with a series of efficiency studies of the management of the universities, the Committee of Vice-Chancellors and Principals and the University Grants Committee on the results with which the appropriate comments and recommendations.

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Liverpool job for Bolton man

by Karen Gold

Mr John McKenzie, principal of Bolton Institute of Higher Education, this week agreed to take on the toughest job in higher education and become the next rector of Liverpool Polytechnic.

Mr McKenzie's appointment was announced only two days before a crucial Liverpool City Council meeting was due to decide whether or not to set an illegal budget with a projected £161m deficit.

The polytechnic itself is scheduled for a £2m plus deficit in 1984/85, although the city council's budget plans approved by the council's performance review committee on Monday allowed for over £4.9m topping-up for the polytechnic.

Since that committee also agreed spending plans to exceed rate income and Government subsidy by £161m, the polytechnic's financial future depends heavily on whether the city council's Labour administration sustains its no cuts, no redundancies and no major rate rise policy.

The polytechnic governors have asked Mr McKenzie, who replaces Dr



Mr McKenzie: tough job

Gerald Bulmer who is taking early retirement, to take up his new job as soon as Bolton will release him.

Mr McKenzie says he has been promised a free hand to manage the institution within the policies laid down by the governors and the academic board. One of his first jobs will be to convince the Council for National Academic Awards, which has been urging the polytechnic to plan for no city council money and to put its

academic house in order, that the institution is manageable.

The CNA's committee for institutions meets on April 10 to receive reports from its own boards on all Liverpool's courses and to decide if any more should not be allowed to recruit. At present physics and fine art degrees are forbidden a 1984 intake. But Mr McKenzie is understood to have had high level backing in his application not only from the CNA but also from the National Advisory Body.

He has already met the chairman of the polytechnic's faculties and intends to see all staff shortly after he takes up his post. He said he planned to build bridges very rapidly between the CNA, the senior management and the local authority, and to consider the management structure of the polytechnic.

Mr McKenzie went to Bolton in 1982 after being principal at Ilkley College, where he had a reputation for vigorous management. At that time the CNA had also threatened Bolton with loss of institutional validation and relations with the local authority were very poor.

Natfhe hard-liners step up pressure for MSC pull-out

Hostility towards the Manpower Services Commission within the college lecturers' union is hardening with a real possibility that the leaders may support demands for withdrawal of its support.

The experiences of the first year of the Youth Training Scheme and the impact of the row over Government plans to transfer substantial further education funding to the MSC from the local authorities have combined to produce a climate ranging from suspicion to outright hostility.

This is reflected in motions submitted for the annual conference of the National Association of Teachers in Further and Higher Education in Birmingham in May.

One, from the south west region, calls on Natfhe's delegation to the TUC in September to press for withdrawal from the MSC and to campaign for its abolition, suggesting that replacements for the technical and vocational education initiative and the YTS umbrella of the Department of Education and Science.

Another condemns the YTS as an attack on jobs and conditions of service and calls on union leaders to devise alternative policies. A third, the most moderate in tone, identifies the

YTS's failures and calls for action through the area manpower boards to ensure the teaching profession is more closely involved in improving the currently inadequate monitoring of the scheme.

Last year demands of non-cooperation with the YTS were narrowly defeated at the annual conference, and some union leaders believe the attitude is hardening. Anxiety is growing on two fronts: the erosion of conditions of service posed by the YTS; and the attack on local government autonomy posed by the White Paper.

Already there is understood to be a majority on the Natfhe executive's powerful salaries sub-committee in favour of trade union withdrawal.

But union leaders are dismayed by suggestions that they are on the verge of a deal with the MSC over a seat on the steering committee to implement the White Paper.

Although there have been discussions at various levels, there is no question of a deal, they say. But it is admitted that the union will have to reassess its position if the present line-up of local authorities, teaching unions and the TUC against the funding arrangements proposed in the White Paper are broken.

Polys may now keep profits

Polytechnics and local authority colleges will be allowed to engage in commercial activities and keep the profits for their own use under new legislation proposed this week by Sir Keith Joseph, Secretary of State for Education and Science.

Sir Keith announced a brief consultative exercise to examine the options for implementing such a change, which is designed to bring local authority institutions into line with universities and grant-aided colleges. At present, they are barred from undertaking commercial activities.

The alternatives put forward in the joint consultative paper issued by the

Department of Education and Science and the Welsh Office are either to give all institutions corporate status as limited companies, or to enlarge the powers of local authorities. Ministers favour the second course, as well the authorities.

The new legislation would enable institutions to make money from consultancy work, contracted research, the exploitation of inventions, cooperative research with industry, testing and advisory services. The consultative document stresses that it is intended to be enabling legislation and not to prejudice local authority controls over polytechnics and colleges.

Sir Peter suggests a fresh look

New ways of looking at student numbers were put forward by Sir Peter Swinnerton-Dyer chairman of the University Grants Committee last week.

He told the Standing Conference of University Information Officers annual meeting at King's College, London that he did not wish to judge the four different forecasts on student numbers.

But there was a totally different kind of argument. The Government wanted to increase numbers in engineering, technology, computer science, health sciences, and to ensure that levels were maintained despite the demographic drop.

It was possible to argue, although the evidence was unclear, that there was a swing back to science in the schools.

Another conspicuous problem was

Heriot-Watt pharmacy reprieved

Heriot-Watt University's pharmacy department is likely to survive in a modified form after a change of heart by the University Grants Committee.

The committee, which had earlier recommended closure, last week in fact recommended that the department should be transferred to the University of Edinburgh.

That meeting should have taken place last Wednesday but Dr Johnston had influenza. It is likely to be rescheduled for next week.

Sir Peter is likely to offer a reprieve but will demand that the department be strengthened. In letters to MPs this week to whom he had promised to give the UGC decision, he said he had been instructed to meet the principal.

The UGC has decided to give extra resources to two out of the country's four university oceanography departments and to maintain the *status quo* at the other two. This marks a close two from its original decision to reduce remaining departments.

A report on oceanography Bangor, Southampton, Swansea and Liverpool goes before the UGC's main committee in April but the universities can opt to make the visiting group's recommendations public before then.

City University council has agreed in broad terms with its senate that the current feasibility study on merger with the City of London Polytechnic should be rejected.

Unions to get low offer

University employers are unlikely to make offers substantially greater than 3 per cent to three key groups of workers when negotiations resume next week.

Officials are completing consultations with individual universities to assess how much they can afford. But the employers are already concerned at the impact of settlements in excess of cash limits in past years on jobs and services.

A senior official said: "Jobs have been lost across the spectrum where we have exceeded the provision in the recurrent grant. We are already operating at the minimum levels and we are not anxious to reduce our services further."

Negotiators representing manual workers became the first group to reject a formal offer of 3 per cent, but other groups including academics have already said they will do the same. Academics, technicians and manual workers are the groups involved in

next week's talks. Their negotiators, pressing the case for a move to eradicate low pay in the universities, were angry about the employers' references to the "family income supplement" and other benefits available.

Science spending compared

by Sandra Hempel

The Advisory Board for the Research Councils is spending £24,000 on comparing Britain's science expenditure with other countries.

The aim is to provide hard ammunition when the ABRC next presents a case to the Government for research funding.

The study is being carried out for the board by Mr John Irvine and Mr Ben Martin of the Science Policy Research Unit at Sussex University. They will look at spending on academic-related science in the United States, Japan, France, West Germany and the Netherlands.

The subjects will be divided into disciplines such as chemistry, biology and medicine and then divided again into specialties like oceanography and astronomy. The researchers will look at how much is spent by each speciality and how many people are working in each sector.

A pilot study comparing Britain with France and West Germany will be completed by the end of the year and the final report submitted by the end of 1985.

The purpose of the exercise was to provide "tables to put on the table" said Mr Roger Troedson, a member of the ABRC secretariat. "There is a certain folklore that the UK is falling behind in science in some areas. At the moment it is only a folklore and if it is right the picture is still bound to be more complicated than that."

If the research proved right these scientists who felt that the budget had dropped behind those of other countries this did not mean that the Government would rectify matters, Mr Troedson said. "But even if the study does not provide any answers at least it will come up with some questions."

The announcement of the ABRC follows the publication of the *ABRC Report: Scientific Opportunities and the Science Budget 1983* which was critical of research spending in science. The ABRC warned Sir Keith Joseph, the Secretary of State for Education and Science, that future scientific developments were under threat.

The SPRU researchers will begin their work by developing methods of measuring and comparing the data.

Administration

City Polytechnic of Hong Kong

Applications are invited for the following post in the academic secretariat.

SENIOR ASSISTANT ACADEMIC SECRETARY
(Ref. No. C/P/83/02/84)

The post is part in rank to the Academic Secretary.

The successful candidate will be responsible for the planning and implementation of all aspects of the City Polytechnic's policies concerning academic affairs, the creation and management of a student record system, and other matters relating to the administration of courses.

Salary and Qualifications for Appointment:
Salary: HK\$208,680 - HK\$230,000 per annum (HK\$11,422 on 22.3.84).

Candidates should have a university degree or equivalent plus substantial experience in the planning and implementation of all aspects of the City Polytechnic's policies concerning academic affairs, the creation and management of a student record system, and other matters relating to the administration of courses.

Terms and Conditions of Service: Appointment will be made initially on a two-year contract basis. The successful candidate will be entitled to a salary of HK\$208,680 per annum (HK\$11,422 on 22.3.84) plus a pension of HK\$2,500 per month (HK\$30,000 per annum) and other benefits in accordance with the University's policy.

Applications: Applications should be submitted to the Academic Secretary, City Polytechnic, 110 Queen's Road East, Hong Kong. The closing date for applications is 15th April 1984.





DON'S DIARY

SUNDAY

Realized this is really a civil servant's diary and I am simply infringing some regulation in writing it. The exigencies of the service were demonstrated last week when the principal was transferred to another post at virtually a moment's notice. It will be interesting to see if he has been replaced before I leave in 10 months' time. Spent the morning with my wife bird-watching at a nearby reservoir. The giant kingfisher and cormorant which were sharing the same tree last Sunday were both absent. Realized we could see Mount Kenya, 70 miles away, as we were driving there but its usual blanket of cloud was in place before the morning was out. In the afternoon read through some of the latest batch of *The Guardian* financial pages sent by my sister. Finished yet another of Gerald Durrell's books in the evening. A pleasant, lazy, day.

MONDAY

Started with a two-hour teaching session at 8.15. Had forgotten what an early start I thought this was when we first arrived - surprising how quickly one gets used to things. One thing I can't get used to, though, is a four and a half-hour morning, despite the 30 minute break. By 1.30, I am usually ready for my cheese sandwich prepared by Ester, our housegirl. Can't think why the professors that persist with this as productivity in the two and a quarter-hour afternoon session must be very low indeed. In the second half of the morning I met my new class, which I have taken over as a result of complaints about the previous teacher. These days students generally seem to be much readier to complain than in years gone by. In the afternoon I endeavored to make a small time-table change but encountered difficulties with two Muslim members of staff who have religious commitments at Friday lunch-time. Finished at 5.00 and spent the evening reading and writing letters.

TUESDAY

Very dissatisfied with my lecture this morning when I let questions disrupt the flow. Must watch this in future. One of the last things I want to do is to discourage a questioning attitude. But even less do I want a confused class. Queried my head of department's assumption of the students to complete staff evaluation forms for the course for which I am responsible on the grounds that it would be counter-productive after only two months. Once a year at the end of the course is enough and it is doubtful if

there is much of value to be derived from it, the exercise even then. With the students' propensity to complain, what need is there for evaluation forms? After supper, went back to the institute to watch another old French film at the Audio-Visual Centre. Not bad.

WEDNESDAY

A better day. Allowed the questions but didn't let them spoil the general understanding. Finished yet another marking stint and got myself a bit more organized for my new class. Bumped into a young French colleague on the way home and asked him for a drink. He was fed up with teaching 23 hours a week and feels he is being exploited.

THURSDAY

A four hour teaching morning, followed by a strenuous hour's tutorial in the afternoon. One of my students, attached to the Ministry of Agriculture, asked for time off to be "counted". Following the discovery that there are nearly 5,000 fictitious primary school teachers on the national payroll, it seems the "count" has now been extended to the civil service. Who counts the counters? Spent the evening reading Forster's *A Room With A View*. I prefer *Howard's End* and *A Passage To India* but it is pleasant light reading. Still very hot and dusty. The ground looks parched but it is surprising how green most of the trees are. We are lucky our water comes from a bore hole. There has been a water shortage in Nairobi for months. Let us hope the rains come on time.

FRIDAY

Up to my old trick of taking two classes in separate rooms at the same time. But it was easy this morning as I had set one class a two hour test. The consequence of that was that I spent the afternoon marking and still have one question to do. In the evening, went into Nairobi for a meal with three of our young French friends. Returned to find ants swarming around the kitchen sink. Presumably the result of the dry weather.

SATURDAY

A poor morning's work - only a quarter of my intended marking done. As usual, very few people at the institute and even fewer actually working. Returned home about 11.30 and after a much needed coffee spent the rest of the morning filling in cracks around the kitchen sink. Found myself similarly engaged at various intervals for the remainder of the day. Achieved some success but resorted to the insecticide in the end. Finished *A Room With A View* which rather grows on me. Second half flowed much better than the first which seemed to stutter along. But maybe it was me.

D. F. Kent

The author is lecturer in accountancy at Chelmer Institute of Higher Education. He recently spent three years with the Kenyan Institute of Administration.

Labour steps into row

The leadership of the London Labour Party has stepped into a row over representation at college delegations at next month's National Organization of Labour Students conference. Thirty of the party's executive have signed a letter to National Union of Public Employees national official Mr Tom Sawyer, who chairs the party's youth committee, insisting that an emergency motion at last year's conference opening the records to any member of the NOLS national committee should be implemented. The letter, signed by Westminster MP Mr Jeremy Corbyn, Euro-MPs Richard Balfe and Alan Lomas, chair Mr Arthur Latham, and former National Union of Students executive member Ms Hank Hastings, says that students' organizer Mr John Dennis has ruled the decision cannot be implemented.

Council to limit awards

The Medical Research Council is to limit its awards to university research groups to projects of the highest priority only. The decision was made partly because the need has largely been met, the council claims. But it adds that serious erosion of its own finances also contributed to the decision. The research group scheme was introduced in 1982 to ensure that research already supported by the MRC was not hindered by the general cuts in university funds. Since 1982 £3.2m has been given to 28 groups. The council is considering giving unsuccessful grant applicants a list of reasons for turning them down. Institutions and individuals are being asked to state on the proposed change of policy.

HMI undermines White Paper

by Patricia Santinelli

An Inspectorate survey of part-time release courses published this week undermines some of the charges laid against local authorities and their colleges in the Government's White Paper *Training for Jobs*.

The January White Paper recommended the transfer of part-time responsibility for a quarter of non-advanced further education away from the local authorities to the Manpower Services Commission. It said that i.e.s and colleges had failed to respond to the needs of industry and employers.

The survey of 41 colleges and 500 employers conducted by Her Majesty's Inspectorate between 1980 and 1982 was trailed twice in advance of publication by Mr Tom King, Secretary of State for Employment, as evidence that this was the case. But the survey shows that in at least

77 per cent of the colleges links were good or adequate and were only poor in the remaining 23 per cent of nine colleges. The HMI admitted that this information had been available to Mr King when he announced the White Paper. The survey presents an unflattering picture of employers as passive recipients of college courses, more concerned with student/employees' late arrival than the curriculum content. The report says that having taken such a critical role in selecting courses for their employees, it is regrettable that many employers do not follow this up by displaying a positive interest in their progress at college.

It also points out that in certain sectors, employers are becoming more restrictive over granting part-time release to further education. "When job opportunities are comparatively scarce there is little need for employers to offer part-time release as an incentive

to recruitment," the report says. Further education colleges where courses were closed to employers were criticized for quality and attendance courses.

Describing the results as on the whole optimistic, the HMI said that expectations of employers were too low. It suggests that work and a greater role for students' motivation. The Association of Universities said the report had failed to mention evidence to justify the claim that plans to transfer manpower from local authorities to colleges.

Education for Employers survey of part-time release, 12.50 from HMI.

Where the blood flows

Three hundred and fifty "new blood" posts have been allocated to the universities for this academic year. It is part of a three year programme, which began last year, to create posts for young academic staff. So far, 592 posts have been created. Here is a breakdown of this year's allocation.

INSTITUTION	Medicine	Engg	Biological	Maths	Physics	Ag	Arts	Soc Sc	Educ	TOTAL
Aston	1									2 (3)
Bath		2	1	2	1					6 (5)
Birmingham	3	3	1	1	4			3	2	17 (8)
Bradford										2 (2)
Bristol	1	2	1					1		7 (12)
Brunel										2 (2)
Cambridge	3		2	1	3	1	3	1		14 (18)
City										1 (1)
Durham		1	1	1	3			1		6 (2)
East Anglia										6 (3)
Essex		1	1	1	2			3	1	5 (-)
Exeter										4 (2)
Hull										1 (-)
Imperial										3 (1)
Keele		1	1	1	2			1		6 (1)
Kent										1 (1)
Lancaster	3	4	2	1	4			3	2	20 (7)
Liverpool										4 (5)
Loughborough	2	2	1							5 (6)

LONDON										
Bedford/Royal Holloway					1					1 (-)
Birkbeck							1			2 (1)
Chelsea										1 (-)
Imperial		4	2			2				8 (10)
Institute of Archaeology										1 (-)
Institute of Education										1 (-)
Kings/Queen Elizabeth										8 (2)
LSE										4 (-)
QMC										5 (3)
Royal Vet College										3 (1)
SOAS										1 (-)
School of Pharmacy										1 (-)
SECS										10 (10)
UC	2		2		3		2	1		11 (1)
Wye										5 (-)
Guy's/St Thomas'	5									5 (1)
King's Medical School	1									2 (1)
London Hospital	2									2 (1)
Middlesex Hospital	2									2 (1)
Royal Free	1									1 (-)
St Mary's	1									1 (3)
British Postgraduate Medical Federation	5									5 (2)
School of Hygiene										1 (1)
and Trop Med	1									2 (-)
Royal Postgrad Medical School	2									

Loughborough	1	2	1	2	1		1	2	1	15 (7)
Manchester	2	2	1	2	2					7 (4)
UMIST	1	4	2	1	2		2	1	1	15 (6)
Newcastle	3	3	2	1	2		2	1		9 (9)
Nottingham	2	1	1	1	2					10 (17)
Oxford										8 (2)
Reading										1 (4)
Sheffield	2	1	1	1	1					6 (5)
Southampton	1									3 (1)
Surrey										7 (4)
Sussex										8 (5)
Warwick										3 (8)
York										

UNIVERSITY OF WALES										3 (2)
Aberystwyth										1 (1)
Bangor										4 (1)
Cardiff	1									1 (3)
Swansea										1 (1)
School of Medicine	1									3 (1)
UWIST										
Aberdeen	2	1	1							6 (3)
Dundee										5 (3)
Edinburgh	3	3	1	1	2					13 (11)
Glasgow	3	2	1	1	1					11 (10)
Heriot-Watt	3	1	1							5 (2)
St Andrews										3 (-)
Stirling										7 (3)
Strathclyde										
Open University										1 (-)
TOTALS	65	60	40	27	85	11	33	32	7	360

(Figures in brackets denote the number of posts allocated in 1983/84)

VAT guidelines will help adult learners

New guidelines for Value Added Tax charges are likely to exempt most adult education classes from payment. The guidelines have been drawn up following two years of negotiation between the Association of County Councils, the Association of Metropolitan Authorities, and HM Customs and Excise. They were to be formally presented to the ACC's education committee for approval yesterday. Adult education classes which "instruct" students will now be exempt from VAT payments. In practice this is likely to cover most adult education tuition, except sports activities. Customs and excise officials have remained adamant that recreational pursuits are not educational and therefore do not qualify for exemption, despite protests from the ACC and the AMA. Now the two local government bodies will have to decide whether they wish to press the issue further, by asking the Government to amend existing legislation. Some unresolved areas may still prove problematical for education authorities despite the new guidelines. The ACC and the AMA have been told VAT should be levied on any sports equipment sold for profit and on any articles sold for other than educational use. But the new guidelines will remove the threat of administrative costs which which authorities would have incurred in collecting the VAT payments on a range of adult education classes.

SDP package aims for wider access

by John O'Leary

A package of measures designed to widen access to higher education and a new system of external validation of university courses are the main features of the Social Democratic Party's response published today.

The SDP paper makes increased participation its highest priority and calls for a big expansion of continuing education and part-time courses. Universities should abandon the model of the highly academic single subject honours degree to become more practical and relevant to the needs of society and the economy. Two-year general degrees are supported as part of this move.

The party believes further cuts in resources projected for the next few years should not be implemented, since there is no educational rationale behind them.

More cost-effective use should be made of facilities where possible, perhaps by lengthening the academic year - but a continuing slow squeeze would be demoralizing, debilitating and ultimately destructive.

Universities' dependence on public funds could be reduced by offering incentives to private companies to commission research and other services from them. The SDP also wants to separate the funding of teaching and research.

The paper compliments the work of the Council for National Academic Awards and encourages the universities to look seriously at the possibility of a similar system.

The SDP also wants all full-time students in the 16-19 age group given "education benefit" to encourage more to stay on and have the chance of higher education. A national credit transfer system is also advocated.



CVCP challenges student forecast

by Ngaiio Crequer

Government assumptions about student numbers and resources are strongly challenged in the response from the Committee of Vice-Chancellors and Principals.

The CVCP says the Government is unduly pessimistic in its forecasts on university numbers, and is also using its low projection for planning purposes. "We are in no doubt that it significantly underestimates the future demand for university education." It should also be acknowledged that most students regard universities as their first choice, they say.

The CVCP says spending per student is 10 per cent below the 1979/80 level and staff/student ratios have deteriorated by 21 per cent in the last ten years, with science and technology particularly badly affected.

The committee emphasizes the importance of adequate funding for humanities research. The University Grants Committee should also take into account the funds universities get from industry, charities and Government departments when it assesses provision for research in the recurrent grant.

Although universities are pursuing their links with industry, the CVCP is concerned that short-term research should not undermine or bias the fundamental role of universities to initiate new lines of inquiry. They want the situation monitored. They are against earmarking for

The University Grants Committee has received more than 250 responses to its 'strategy' questionnaire so far. The THES reports some of the latest.

research but would consider a proposal whereby the UGC would invite universities to define their research priorities in broad terms.

They were against the UGC "making judgments of the relative research strengths of universities in particular subject areas without wide consultation." Current practice is right, the UGC should take advice from research councils and others "but it should not be involved directly in making assessments for which it has neither the detailed information nor the resources".

The committee is concerned that any switch towards science and technology will weaken and diminish other university activities. Proper account should be taken of students wishing to follow arts and social sciences courses, and there should be caution over "vocational" courses.

On "new blood", although they welcome the scheme as a temporary measure the vice chancellors "are convinced that the responsibility for a university's long-term academic planning and management, of which the recruitment of new academic staff is such a vital part, must be returned as soon as possible to the universities".

The committee says there should be a lessening of barriers between the universities and degree-awarding public sector.

Finally, the CVCP thinks the UGC is the most appropriate and efficient planning instrument for universities.

Scottish angle 'is ignored'

by Willis Pickard

Glasgow University wants a Royal Commission to consider higher education in the 1990s.

Glasgow argues that the questions avoid forthcoming issues - the increasing proportion of women students and of those from working-class backgrounds. Higher education must also develop a strategy to cater for continuing education - in particular for those between 25 and 35 displaced by recent restrictions at the traditional age of entry to higher education.

The university is "dismayed" that the UGC has ignored the need for resources to meet Government policy on economic recovery, developing new technologies and encouraging fundamental research and scholarship.

Recent restrictions have affected women applicants to Glasgow disproportionately "for reasons which are not clear at present but which may be associated with the school guidance system". The university adds that it also does not know whether public sector institutions have been able to take women applicants instead.

Whereas Glasgow details, post by post, the losses which would be imposed by a 1 or 2 per cent cut, Aberdeen University refuses to answer the UGC's hypothetical question. Professor George McNicol, the principal, states: "The senate, court and I, personally, believe that we cannot usefully be willing accessories

before the fact to our own mutilation."

Further cuts would be "immensely damaging" to a university which had already had to survive an above average cut of 23 per cent.

Aberdeen is clearly upset at having to respond to the UGC at all. The Secretary of State's letter instituting the inquiry was "frankly philistine" and undervalued the contribution of the humanities and social sciences.

Like other replies Aberdeen deplores the UGC's "almost complete disregard" for the Scottish dimension. They reiterate support for a Scottish subcommittee of the UGC.

Aberdeen takes up strongly the issue of academic tenure, saying that staff should have the same degree of job security as employed by senior civil servants and consultants in the National Health Service.

Strathclyde University points out that far more of its undergraduates come from social classes four and five than the national average of about 6 per cent. If such a pattern were repeated nationally it would have a dramatic effect on student numbers. Like all other replies, Strathclyde's takes issue with the projected reduction in student numbers.

The university would like to expand in several growth areas in the Scottish economy - electronics, computing, artificial intelligence, biotechnology, natural resources engineering and business studies. But as a technologically-based university, it emphasizes the need to maintain arts and social studies. (THES)

London AUT queries City merger

Greater collaboration across the binary line up to and including mergers must be founded on positive educational arguments, says the London committee of the Association of University Teachers.

Firmly in the front line because of the City University/City University merger plans, the London AUT says that this proposal does not promise so far so many advantages either locally or nationally.

On "top" of its demand for full consultation with the relevant unions, the branch says it would wish to set

several key questions taken into account.

● The merged institution must maintain provision for research as well as for all levels and modes of teaching.

● Adequate funding must be provided and the institution must enjoy the same relationship with grant-awarding bodies as other universities.

● University salaries and conditions including tenure must prevail and there must be no redundancies.

● It should be an autonomous institution with a charter and governed in accordance with the best principles

Numbers worry Royal Society

The Royal Society is disturbed that Government expenditure plans for 1984/85 are based on the lowest student number projections. It says the Department of Education and Science gives no independent corroboration for its figures and is budgeting for a lower demand than is likely to transpire.

"This presages either a cut in the proportion of university applicants who succeed in obtaining a place or a cut in the unit of resource."

The society urges the University Grants Committee to give further scrutiny to the question of future demand and what it means.

It reiterates its policy of "science for all" up to the age of 16, upholds the dual support system and thinks the equipment grant should be extended to include the costs of a "well found" laboratory.

Although it welcomes closer links with industry, it stresses that universities must depend on Government to fund fundamental research.

new community

Journal of the Commission for Racial Equality

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(Guest Editor - Robin Ward)

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Polys squeeze in 10,000 new places

by Karen Gold

Polytechnics squeezed in still more students this year by adding over 10,000 new full-time, sandwich and part-time students and bringing total numbers of advanced students to around 300,000.

But the spread of new enrolments has been uneven. New entrants to sandwich and first degree courses actually fell between 1982 and 1983, both by 0.2 per cent, while those starting full-time and sandwich higher national awards rose by 4.8 per cent over the same period, according to figures collected by the Committee of Directors of Polytechnics.

Across all years, numbers rose in full-time and sandwich courses, although sandwich student numbers increased at a slower rate. In 1983/84 the polytechnics also reversed the falling trend of part-time students. In 1982/83 their new entrant numbers plummeted by 5.6 per cent overall and 8.2 per cent for evening only students.

This year new part-time students rose by 4.4 per cent overall and 1.6 per cent for evening only students, although evening students still showed a net fall over all years of 1.9 per cent. But their day-time colleagues rose by 3.1 per cent.

For those expecting polytechnic students to lead the technological revolution there is mixed news. The proportion of all students taking full-time and sandwich engineering and technology courses this year is lower than in

1982/83, falling from 19 per cent to 18.5 per cent, although the actual numbers are higher.

First year engineering and technology enrolments are up slightly, from 17.3 to 17.5 per cent. But science and maths student numbers are up from 16.1 per cent to 17.2 per cent of first years, and from 16 per cent to 16.9 per cent overall.

Nevertheless the CDP points out that actual enrolments to science, engineering and technology courses altogether have increased by almost 33 per cent since 1980/81. This compares with a 26.6 per cent increase in student numbers overall, and a considerably smaller increase - 18.8 per cent - in the arts, professional and cultural studies area. Courses in administration, business studies and social science recruited an extra 26 per cent of students over the same period.

The CDP's figures for individual polytechnics show substantial changes in their recruitment this year. Those adding on the largest numbers of new full-time students were Manchester, Central London, Birmingham and Liverpool, all adding between 200 and 400. Those cutting the most full-time students were Portsmouth and Wolverhampton, both down by over 200.

Wolverhampton also made the largest cuts in part-time new students, while City of London, Manchester and Preston increased theirs by more than 200. Portsmouth increased its evening only new students proportionally by most in England - from four to eight.

Youth schemes 'must put more weight on education'

Youth Training Schemes should concentrate more on education than training if they are to be of real value to young people facing an unpredictable employment future.

This is one of the main conclusions of a controversial Youthaid report, which the charity claims, the Manpower Services Commission refused to publish because it undermines the Government's strategy.

The report *What Opportunities for Youth?* by Pauline Jones, an Oxford University academic, also concludes that Government training schemes fail to give young people skills, cuts youth pay and reduces union membership.

It is based on an MSC-funded study of two groups of school-leavers in 1979 and 1981 in the West Midlands and their experience of the Youth Opportunities Programme and unemployment.

The MSC denies that it tried to hide Ms Jones's findings. It says her approach to write an article in the *Employment Gazette* in the summer of 1983 was rejected on the grounds that she had already published results of her findings in a previous edition.

The commission also points out that some of her findings were included in a report published in October *The Youth*

opportunities in contrasting local authority areas and duly acknowledged.

Ms Jones bases her argument for more education in the YTS on the rising popularity of the short 13-week training courses in the YOP both among the better and more poorly qualified school-leavers.

"It might have been expected that attitudes to short training courses which were provided by local colleges of further education and had a strong educational element would mirror the general antipathy to school that we found particularly among the poorly qualified. Yet these courses had increased in popularity and were more popular than any other scheme," she says.

She adds that in comparison to training, education does not need to be justified by its applicability to certain types of jobs, for at its best education can be of value to young people whatever the outcome of the scheme.

"However, the emphasis within the YTS on training rather than education means that an important opportunity of developing educational provision is being missed."

What Opportunities for Youth? available from Youthaid, 9 Poland Street, London W1V 3DG, £2, cash on order.

New unit will develop adult ISSI

by Maggie Richards

A start is to be made on establishing a special unit to follow up the work of the defunct Advisory Council for Adult and Continuing Education.

The unit will be an agency of the National Institute of Adult and Continuing Education, whose council agreed last week to accept Department of Education and Science proposals for creation of the new body. Not all members of the institute council favoured the plan, feeling that it did not go far enough towards establishing a development body, as originally envisaged by the ACTACE. But when the issue was put to the vote a large majority supported it.

It is now intended to appoint three

administrative staff including a director of operations. The unit will be based at the institute's headquarters in Leicester.

A steering committee will also be appointed, to outline various areas for development in continuing education, building on the work of the ACTACE, and asking the DES to sanction funding for pilot projects in these areas.

The steering committee will comprise six nominees from the DES and local education authorities, and six selected by the institute to reflect adult education interests.

For administrative work the new unit is to be allocated a budget of £50,000 a year. It will be working to a three year rolling programme, which will officially begin next month. Progress will be reviewed annually.



From now on Period promoters will wear outfits designed by fashion students at Preston Polytechnic.

Two Preston students, Janet Smith, 19 (left) and Sarah Finch, 20, first year and second year fashion degree students, won a competition to design the outfits.

Janet designed the model girl's outfit pictured and Sarah designed the man's.

news in brief

Counterattraction

The Open University is to market some of its material across the shop counter in a three month experiment. Some branches of the W. H. Smith stationers chain will stock packs of OU material, mounted on a special display. The packs will cost £8.50 to £18.

New look

The current head of continuing education at BBC Television, Miss Sheila Innes, has been appointed controller of educational broadcasting.

Fresh counsel

Rochampton Institute of Higher Education launches a new MSC in psychological counselling this October validated by Surrey University. The two-year part-time course combines training in practical counselling with placements with opportunities for student's level. Entrants to the course will be restricted to mature students over 25 with a first degree and at least three years part-time counselling experience.

Far-seeing

Astronomers from six universities were taking part in an international study of the comet Cromwell in this week to test techniques which will be used for observations of Halley's comet in 1985/86. The trial run was proposed and coordinated by the International Halley Watch. A group from Leicester University went to South Africa to use a one metre telescope, others from Queen Mary College, London, and Leeds University used a telescope in Spain, and

HMI raps poly students

by Karen Gold

The DES's Inspectorate has reviewed its assessment of student attendance and behaviour in the applied studies department of the year to fund local polytechnic of North London.

An HMI report on a 1982 visit to the polytechnic's social work training course says student punctuality and attendance at lectures and seminars fell short of acceptable standards - particularly when it is remembered that the course is providing a professional training which should be encouraging qualities of reliability and responsibility.

NUS pro deal falls through

by David Jobbins

The mental health of the NUS has been a topic of discussion in the House of Commons. The general environment "was one of confusion and uncertainty and the particular atmosphere of the NUS was not helped by a number of students who arrived late during the course of the lecture," it adds.

"The number of students attending sociology lectures was very poor, the report says, while at a law lecture fewer than half the 84 students were present. "The atmosphere of the lecture was not assisted by a number of students who arrived late during the course of the lecture," it adds.

The general environment "was one of confusion and uncertainty and the particular atmosphere of the NUS was not helped by a number of students who arrived late during the course of the lecture," it adds.

NUS leaders were criticised for the quality of the accommodation, which had fallen in standard, would not underwrite a special HMI report on the polytechnic's sociology and applied social studies department last autumn. President Mr Neil Jones said the NUS was "an air of casualness" but also the "long tail of low achievers" allegedly unable to cope with their courses.

On the social work training course too, the HMI says staff must "take account of the needs and difficulties of new headquaters of those students who, on the Road to HMI, had evidence of group discussion and writing it would have had a good work, find difficulty in coping with hand. However the work the academic demands imposed by the did not assume any new course structure." But for most students "there are adequate and appropriate signposts."

Staff-student relationships on the course were found to be very good, and the course organization efficient, with strong emphasis on tutorial groups. The design of the course, which combines theory and practice throughout was bold and imaginative although it was "difficult to unravel for many students."

The teaching was sound, though sometimes too didactic; the library well stocked and work placements well organized. Student work for assessment was "conscientiously and thoroughly marked with detailed constructive comments."

Report by HMI on the two-year non-graduate Certificate of Qualification in Social Work at Polytechnic of North London, available from the Department of Education and Science, Publications Despatch Centre, Honeypot Lane, Slough, Middlesex HA7 1AZ.

Engineers 'too airy-fairy'

by Ngaiio Croucher

Calls by the Engineering Professors' Conference for changes in the structure of the Science and Engineering Research Council were criticised last week by Lord Flowers, rector of Imperial College and chairman of the Committee of Vice Chancellors and Principals.

He told the professors, who want changes in the funding of engineering, that they had not sufficiently analysed the problems and responsibilities of the SERC.

The SERC had conflicting responsibilities as an employer of engineers and scientists, and as the major support for smaller-scale activities in the universities for which it was not the employer.

The problem would not be cured by shuffling the responsibilities of the boards and committees below the council, Lord Flowers said.

"Nor will it be cured merely by trying to snatch some of the resources of the scientists that you covet for yourselves," he added.

"You have been altogether too airy-fairy in thinking that you can have committees of outside people deciding the future of the laboratories and the international projects without any involvement in, and commitment to, the employment and welfare of the staff."

"You would never for a moment tolerate that in your own departments."

Lord Flowers said his main concern was with the encouragement of research undertaken in collaboration with industry. There had been a tendency in this country to try to avoid responsibility for funding strategic research "too basic for industry, too applied for research councils - with the result that it has been the first thing to suffer in the financial squeeze."

The Alvey programme for information technology had been an outstanding exception, with genuine collaboration between Government, research council, industry and universities.

But, Lord Flowers warned the conference: "I believe that SERC has been trying to wriggle out of its

responsibilities for Alvey, reducing its commitment to the information engineering committee under pressure from other engineering committees.

"It is just such pressure as that, that has led to the impoverishment of strategic research elsewhere."

He also thought it extraordinary that the conference regarded computing as a branch of science rather than engineering, which showed a lack of understanding how new disciplines emerged. The development of software was as much a part of engineering as anything could be.

Finally, Lord Flowers warned the conference to be careful about accreditation of courses. "Accreditation could so easily become a straitjacket, stifling educational initiative rather than encouraging it," he said.

"I hope the engineering council will take great care, while condemning that which has failed to prove itself, not to smother innovation with an impenetrable blanket of bureaucratic institutions on that which has yet to be tested."

Women upset at failure to have officer

by David Jobbins

Leaders of the Association of University Teachers face internal criticism that they have failed to appoint a full-time national women's officer.

A motion from Bristol University to next month's annual women's meeting urges that the issue of the appointment receives immediate attention.

A similar demand from Aston University was adopted by the first women's meeting in Bath last year, when the idea of appointing a national equal opportunities officer dealing with disadvantaged groups was canvassed.

But the union's December council overtook the initiative by deciding to appoint a fourth assistant general secretary at headquarters. The women's committee has urged for such an appointment for the past nine months.

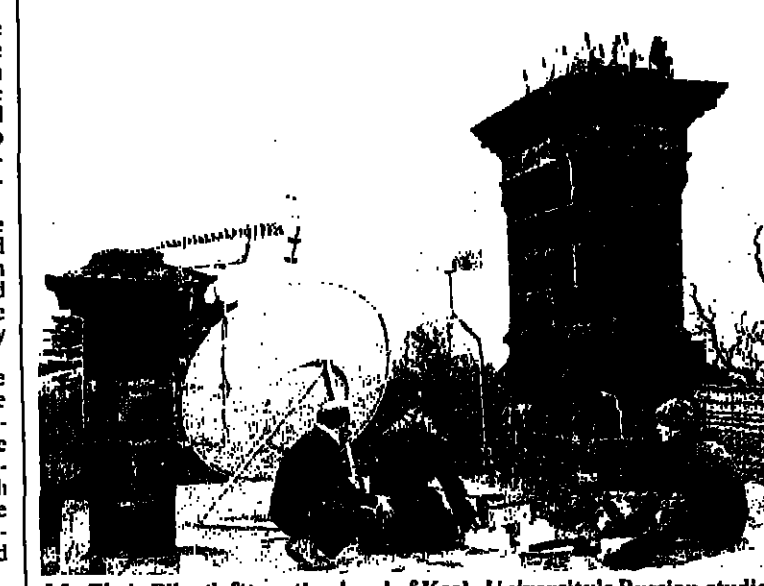
Bristol will also ask the union executive to consider changing the constitution to enable advisory sub-committees to send motions direct to council rather than channelling them through local associations.

The women's committee has so far accepted the terms of reference and constitution ratified by the December council as the best possible within the existing structure. But it notes that this move was directly contrary to the expressed wish of the first national women's meeting that there should be a direct relationship between the executive and the women's committee.

A new equal opportunities code of practice is expected to be ratified by the meeting. It calls for a positive action programme in universities over recruitment, career development and other areas. And it suggests that the vice-chancellor or principal should have overall responsibility for positive action, clearly delegated to a senior official.

Goals and timetables should be set to meet the expected recruitment and promotion of women and money made available to departments incurring additional expense as a result or showing "genuine progress" in carrying out the programme.

General secretary Ms Diana Warwick, writing in the first issue of *AUT Women* says that while 10 per cent of academics are women, only a fifth of them are above the lecturer scale. Women academics earn about 6 per cent less than men on average, she says, and are largely employed in library and administrative grades. "There is clearly underachievement by women in universities," she says.



Mr Chris Pike (left), acting head of Keele University's Russian studies department, supervises the installation of a dish aerial capable of receiving direct satellite pictures of Russian television programmes. The university hopes that this will improve students' knowledge of everyday life and culture in the Soviet Union.

Youngsters don't prefer dole, says MSC chairman

The Manpower Services Commission's chairman has denied that many thousands of youngsters prefer the dole to the Youth Training Scheme.

On Mr David Young's calculations hardly any have rejected the scheme. Speaking after a meeting of MSC commissioners, Mr Young said that out of the 110,000 youngsters reported as still being on the dole, 50,000 were due to come on to the scheme at the end of this month.

He added that another 45,000 were young people who had held jobs but were now unemployed. In addition the 110,000 included youngsters who were in between jobs or moving from one scheme to another.

By Christmas, there were only 4,000 16-year-olds waiting for a place, so I find it very difficult to reconcile these two sets of figures," he said.

The figure of 110,000 was put forward last week by Youthaid and was based on a reply given by the Secretary of State for Education in the House of Commons. Sir Keith Joseph said that out of 330,000 16-year-olds not in work or full-time education, only 22,000 had joined the scheme.

Mr Young also rejected claims by the voluntary organizations that the loss of nearly 20,000 Mode B1 YTS

Valuer exam recognized

The Civil Service Commission has agreed to recognize the Incorporated Society of Valuers and Auctioneers' qualifying examinations, after four years of negotiation.

The society says the decision will greatly increase the number of its members employed as estate surveyors and valuers within the Civil Service as well as giving wider recognition to the qualification in the public and private sectors.

But the recognition will apply only to ISVA members who take the new examination syllabus introduced in 1982, which means that only people qualifying in 1985/86 are affected.

The great majority of the society's 7,500 members will have to resist the entire examination if they want their qualification to be recognized by the commission, although the society is hoping to agree transitional arrangements to cover these people over the next 12 months.

The ISVA has fought successfully to retain its O level entry, arguing that the Civil Service should base its decision on the society's training and examination system, not on its entry qualifications.

"There are currently around 800 students studying for the ISVA exam; one third of them full-time students.

places would endanger the growth and scope of the programme, or that the Government's guarantee of a suitable place for every school-leaver was at risk.

Places on Mode B1 schemes are to be cut from 90,000 this year to 71,500 in 1984/85. Originally the Government had set the new level at 60,000 but after representations from the MSC decided to increase the number of places to a maximum of 70,000. In total the MSC expects to have around 400,000 youngsters on all schemes in 1984/85.

Mr Young pointed out that 34,000 unfilled Mode B1 places were costing the commission £2,000 a year each. This compared badly with £100 per year for each empty Mode A place - those run by employers.

Strongly denying that the cuts would result in a far more limited range of choices for young people, he said he was satisfied that there were enough B1 places of the right quality in each region.

The Manpower Services Commission had no plan to visit every further education course by September 1986. On the contrary it had not yet worked out what its role over the White Paper *Training for Jobs* should be, Mr Young said.

Boost for continuous learning

A campaign to encourage the development of continuous learning in Britain is to be launched by the Institute of Personnel Management.

A steering group has been formed to coordinate the campaign, under the chairmanship of Mr Harry Barrington, training and management development manager for Lever Brothers.

He explained: "We must foster a workforce which is capable of assimilating and adapting to changing work and employment patterns. The time has come for us to re-evaluate the philosophy behind traditional education and training policies."

The campaign will aim to gain recognition for the benefits of learning as an integral part of all activities. It will also concentrate on promoting self-directed, experience-based learning, as opposed to formal training.

Initially the campaign will be focused on the institute's own members, but it is hoped to involve other organizations interested in education and training later.

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Access is the key question

The 54th TUC Women's Conference took place in a cold and wind-swept Torquay on March 15 and 16. This year, more delegates attended from affiliated unions than ever before. Nearly 300 women (and a few men) gathered to debate issues critical to women in trade unions.

If there was a theme running through conference for education unions to pick up and act on, then it was the question of access. Women certainly need (and want) more access courses into higher education, but conference showed that, more fundamentally, women must have access to every part of the labour market. This, in turn, depends on increased access to education in training.

1984 is WISE year (Women Into Science and Engineering). This provides an important focus for dealing with the general problem of how women and girls can make the breakthrough into non-traditional areas of training and employment.

One starting place for this is through the schools and the family. While teachers have a direct professional responsibility to promote gender equality, delegates were reminded that most trade unionists also have a role as parents, and that more should be done within the family to give girls access to new technology.

In the male dominated world of science and technology, delegates learned just how severely women are discriminated against. Ninety four per cent of women in engineering are in unskilled clerical jobs or machine operators. Only 1 per cent of professional engineers are women. It is women in the relatively low skilled jobs who are most under threat from new technology.

The emphasis the conference put on WISE was different from that of the Engineering Council and EOC (who are helping sponsor WISE year). The Engineering Council has highlighted the lack of female professional engineers while the WTUC is more concerned about that 94 per cent at the unskilled end of the industry.

Schools and colleges are already making local contributions to WISE year, offering courses and conferences. What comes from the WTUC is a plea to involve local trade union women, trades councils and employers in these events.

This is also a year for adult training initiatives. While choices at school remain the key to access, the WTUC accepted that it is important for training facilities to be more flexible in meeting the needs of adult women.

Most women were severely critical of the MSC and felt it had failed to implement effective affirmative action programmes. Even traditional TOPS provision had been cut and loans of self-funding in adult training could only further disadvantage women.

Though women are a majority of the population and still 40 per cent of the work force, "women's rights" are often seen as a minority question. Teacher trade unionists returning from this year's WTUC, however, can be in no doubt that women's right of access to education and training is not a marginal matter. It will inevitably touch on every aspect of their unions' activities.

Patricia Leman

The author is a member of the National Association of Teachers in Further and Higher Education, national women's committee, and TUC women's advisory committee.

1550

overseas news

Spain to open Euro-Arab university

by Ngaio Crequer

The European Parliament has agreed to set up a Euro-Arab university for postgraduates, in Spain, to foster understanding between Arab and European nations.

The Parliament has set aside funds to cover the cost of setting it up, and has asked member states to make their views known. Spain is still applying to join the Common Market, and the university is seen as a means of encouraging the application. Spain was chosen because it is seen as a traditional meeting place of Islamic and European culture.

The Parliament's committee on youth, culture, education, information and sport has drawn up guidelines for how the university would be governed. It would be an independent, non-

governmental, international institution without any political or religious basis. It would be operated by an independent foundation financed by the European Community, Spain, Arab states and private individuals.

The directors of the foundation would be independent public figures from the three interested parties and they would be responsible for founding it, adopting statutes, appointing a governing body and protecting its autonomy.

The principal aim of the university will be to promote academic and cultural exchanges between Europe and the Arab world by means of suitable teaching and research programmes. The governing body would divide equally between Europeans and Arabs.

The university would offer post-

graduate studies in linguistics, the natural sciences and humanities. It would comprise mostly of equal numbers of nationals of European and Arab states.

The teaching staff would be engaged primarily in teaching or research. Research for military purposes would be forbidden. For the first two years the university would be run by a Spanish rector, who would be elected by the directors of the foundation.

Students, who would normally need to be graduates, would have to pay the appropriate fees, but the university would offer some scholarships.

Spain is encouraging the proposal and has established an inter-ministerial working party to make preparations. It has said it is willing to provide "appropriate historic buildings". Arab

authorities have also welcomed the initiative.

The European Commission issued a memorandum in 1975 spelling out the aims of a Euro-Arab dialogue and this specifically referred to the need for scientific and technical cooperation and cultural exchanges. There was also discussion then on the possibility of a Euro-Arab centre for technology transfer.

Much of this initiative foundered following the political difficulties caused by the 1979 peace treaty between Israel and Egypt. But the proposal for the university is a tangible attempt to reopen the dialogue and the Parliament's political affairs committee has welcomed it.

The next step will be for the Spanish government to come up with a formal proposal.

Learning in a new setting

by Henry Wasser

The Greek ministry of education announced the founding of three universities - the University of the Aegean on the island of Mytilene, the Ionian University on the island of Corfu, and the University of Thessaly to be located in Volos.

The principles underlying the establishment of these universities are they placed in region relatively free from large urban centres and a substantial number of their programmes concentrate on curricula not taught in existing universities.

Consequently physical environment, business administration (and merchant enterprise), history, social anthropology, mathematics, training of elementary and kindergarten teachers are the initial programmes and departments for the Aegean university.

Foreign languages, translation, interpreter training, musical and history, archival and library studies are to be taught at the Ionian university.

The University of Thessaly will have departments in horticulture (growing and animal husbandry), music and athletics, elementary and kindergarten training, and planning and regional development.

Several of these subjects will be housed in departments in existing universities status (anatomy - high have been taught at post-graduate institutions of less than minor status (anatomy - higher).

It is expected that President Karamanlis will shortly sign the law authorizing the beginning of operations in these universities in 1986. The law will then be published in the official government gazette in the next weeks.

There is speculation that the creation of these universities is partly a result of local political pressure: regional economic gain and political consequence of government efforts to hasten the substitution of departments for chairs in the older universities.



Ceaurescu conceives way to raise birth rate

Romanian universities must do more to help raise the country's birth rate, President Nicolae Ceaurescu stated recently. He was addressing a meeting of the Romanian higher health council, called to consider methods of raising the country's live birth rate from the present 14.3 per 1,000 inhabitants to a target of 19 per 1,000 by the end of the century.

The president censured the education sector at all levels, and particularly higher education, for giving insufficient attention to the curriculum to the country's "demographic policy and natality".

Romania's problem, common to the socialist bloc in general, is of a shrinking future workforce, as

deaths and retirements exceed the annual numbers of school leavers, and the abortion rate exceeds that of live births by approximately 1.3 to 1. The main method of family planning practised is *coitus interruptus* - followed by abortion as and when necessary in spite of legislation which makes abortion illegal except in the case of serious health risk, or unless the woman is over 42 or already has at least four children.

The new campaign aims to eliminate the "no child" union, which, the president said, "one cannot conceive to be a family", and to raise the average family size to three or four children.

The university clinics and research

institutes are to play their part in this drive by providing "specialised cadres" who will be sent into rural areas to upgrade medical services for mothers and children.

Students from the Union of Communist Youth must help stage campaigns "disseminate and popularize the measures taken by our socialist state to protect mothers and children, strengthen the role of the family as the basic social nucleus, and create a healthy attitude to marriage, the family and society among young people and older working people."

Whether the new measures will promote a rise in the rate of student weddings is unclear. The marriageable age for girls has already been

brought down to 15, while single people over the age of 25 are subject to a 5 per cent income-tax.

Male students who wish to avoid this tax when they start work are virtually obliged to marry while undergraduates. Since, however, the tax is also applicable to childless couples, some hesitations are necessary in choosing a bride and selecting the optimal conception date.

If the bride-to-be is a fellow student, she must plan to conceive late enough that her own final months of study are not encumbered by the later stages of pregnancy - but early enough to have some tangible evidence to present to the tax authorities.

Blacks narrow the gap in pre-college exams

from E. Patrick McQuaid

CAMBRIDGE

While the national average score on standardized tests for college admissions continues to drop, scores for black Americans are rising.

About 34 per cent of all secondary school graduates register to take the scholastic aptitude test (SAT) or others administered by the college entrance examination board. That is roughly one million students, the bulk of which - 81 per cent - are white. Blacks make up 8.8 per cent, followed by Asian and Pacific-Americans at 4.2 per cent, 1.9 per cent are Mexican-Americans, 0.9 per cent Puerto Ricans, and 0.5 per cent are native American Indians.

Between 1976 and 1983, said the college board, the average black student score on the verbal portion of the SAT rose seven points while average maths scores were up 15 points. On the whole, the national average dropped six points for verbal exams and four points in maths.

In 1983, the average verbal SAT

score for blacks was 339 and 369 in maths. The scores are still 86 and 99 points below the national average, respectively. The increase in black SAT scores has occurred in every region of the country, the college board reports.

In its annual report *Profiles of College-Bound Seniors* the board notes that blacks enrolled in private secondary schools score an average 43 points higher on the verbal exam and 24 points higher in maths than blacks attending public high schools.

Genderwise, men still out-perform women by 10 points on the verbal portion and 48 points in maths. The data also shows that male test-takers are more likely than women to have parents with higher incomes, to attend private schools, to pursue a pre-college programme in secondary school, and to plan on postgraduate study.

Differences over educational goals are narrowing between the sexes, however. More women are planning graduate study and enrolled now in more maths and physical science courses.



March past: the University of Minnesota Marching Band took to the streets of Derby on a visit to Derbyshire College of Higher Education. The 300-strong band was visiting the college on a friendship scheme established between the two institutions.

Professor accused of plagiarism

from Charlotte Beyers

PALO ALTO

After publishing the work of several colleagues under his own name without their permission or attribution, Kenneth Melmon, chairman of Stanford medical school's department of medicine, is facing charges of plagiarism.

Melmon says he made an honest mistake and did not attempt deliberate fraud. He provided evidence to the medical school's ethics committee as proof of his innocence. But he has also admitted that the case could cost him chairmanship of the department, which he has held for six years.

Three years ago Melmon published a 70-page chapter in a medical textbook on endocrinology. Included in the chapter were 15 pages of material taken verbatim from the standard medical textbook on pharmacology, Melmon's specialty.

With his lawyer Jack Friedenthal, Melmon agrees that this is a clear case of copyright violations.

The problem surfaced when a contributing author to the pharmacology text saw the duplications and alerted one of the book's editors, Alfred Goodman Gilman, chairman of the department of pharmacology at the University of Texas in Dallas. Gilman called Stanford and requested an investigation.

Dominique Purpura, dean of the Stanford medical school ordered an investigation by the Committee on Ethical Scientific Performance, a group created to hear charges of professional misconduct against members of the faculty.

In his defense, Melmon said he used the verbatim text intentionally, thinking his editor had given him permission from the publisher to use them. He also noted that his original manuscript included all the correct credit citations.

The permission was never requested and the citations did not appear in the book.

When Gilman called to tell him this, Melmon said: "I've been in shock since then. I was absolutely blown over."

As Melmon sees it, the problems stemmed from the fact that in 1979 he had just assumed his present position as chairman, and was in addition writing two textbooks. The pressures of the new position made him less

careful than he should have been. He trusted his editors to do the final checking and proof-reading. But somehow, they did not.

The case has led to an investigation by Macmillan Publishing company and W. B. Saunders. Neither has taken legal action.

When Melmon was a professor of medicine at the University of California at San Francisco, he had just finished titling a chapter for the sixth edition of *The Textbook on Endocrinology* edited by Robert Williams of the University of Washington.

At the same time he was writing for the sixth edition of Goodman and Gilman's *The Pharmacological Basis of Therapeutics*. Both books are considered bibles in their field.

Just as Stanford offered Melmon the position of chairman, Williams asked him to submit new material for his chapter. Melmon did not think the new information was necessary because he knew it was well covered in Goodman and Gilman. But Williams insisted.

Friedenthal, Melmon's lawyer said Williams told him he would obtain permission. Later when Williams called to say he did indeed have permission, Melmon did not check any further. The sad part was that he relied on others, the lawyer said.

In 1979 Williams died leaving his papers in great disarray. When the book was finally published by W. B. Saunders in 1981, Melmon did not take time to check the final proofs. The Goodman and Gilman book appeared in 1980.

When asked why he failed to talk to Gilman or the four authors about his plan to use portions of their work, Melmon said: "I would have had to tell them that I was working on something else other than their manuscripts. I couldn't afford to do that."

Since then Melmon has apologized to the editors and authors and had offered to sign over his royalties from the Williams book to Goodman and Gilman.

He has found parts of his manuscript that prove he ordered proper credit for the borrowed texts, he said.

"I can't understand why people who are scientists who constantly seek explanations for all observations would not want to accept an explanation from a colleague they have come to trust," he said.

Brain drain threat after poor deal

from Donald Fields

HELSINKI

The threat of a large-scale brain drain from Finland because of meagre pay differentials and inadequate research opportunities has been underlined by the agreement which avoided the first ever strike by professors.

They withdrew their strike call when AKAVA, an umbrella organization grouping 48 professional associations, opted for two-year contracts covering its members, including academic staff, employed by central government.

At the time of writing AKAVA had not concluded deals for local authority employees, and had issued strike warnings extending to some teachers, doctors and other groups.

Set against professional disenchantment with a 34 per cent real decline in incomes since 1970, the AKAVA settlement will hardly heal academic wounds. It follows a centralized formula giving phased pay rises totalling less than 7 per cent until early 1986.

Dr Christoffer Cronström, associate professor of theoretical physics at Helsinki University and self-styled strike leader, admitted that members of the union - whose numbers swelled from 1,000 to 1,400 as militant feelings became manifest - had mixed feelings about abandoning the strike.

He left the clear impression that had the union, rather than AKAVA, been the contractual negotiating party it would have been more intransigent and that a fresh wave of disenchantment was likely once the agreement expired.

More significantly, Dr Cronström raised the spectre of a brain drain from universities that could return Finland to under-developed country status.

"If the trend is left unchecked it will be futile for us to talk about science in the year 2000," Dr Cronström said. "We won't need to arrange any more seminars about the future. Many of our scientists can find a market abroad if they do so at the right time in their lives."

Quebec penalizes 'outsiders'

from Mark Gerson

TORONTO

The Quebec government has announced a two-pronged increase in its university tuition fees. Tuition for foreign students will rise by one third to \$5,800 as of June, and Canadians from outside Quebec will face a differential fee a year later. The increases will only apply to new students.

This spring's increase for foreign students is the third since differential fees were introduced in 1978. These students will now be paying 80 per cent of the cost of their education. While the new fees for out-of-province students will be the first such levied in Canada, at \$1,000 a year they will still be lower than the fees now in effect in most other provinces.

Magill and Concordia universities, with the province's largest proportion of foreign and out of province students, will be hurt the most by these increases. Few of their visa students are exempt from the differential fee, which has been waived for students from some 20 French speaking countries or who are studying French language or literature. The only differential fee exemption being considered by out of province students would apply to those whose mother tongue was French.

The increases have attracted harsh criticism, but the differential for students from outside the province has provoked the most severe attacks.

"The measures threaten to isolate Quebec as well as endanger Magill's long-standing character as a national institution," said the university's vice principal for planning, Edward J. Stensbury.

The conference of Rectors and Principals of Quebec Universities said that the government's precipitous actions would have "deplorable repercussions for the reputation of Quebec students in other provinces." Some 9,000 Quebecois are studying in other provinces while only 4,300 Canadians from outside the province are in Quebec.

Social research faces funding drop

Canada's Social Sciences and Humanities Research Council will suffer a net drop in funding next year unless the federal cabinet agrees to finance a five year plan the council has developed.

The plan, set to begin in the autumn, would include research programmes in Canadian studies and other areas of national importance. One proposal includes a plan to create jobs for younger scholars.

While the government has agreed to increase the council's base budget from \$54.1m to \$58.9m next year, it has not renewed a three year special allocation that was worth \$5.9m in 1983/84 alone. This will leave the council \$1.2m short next year and could jeopardize 65 research projects. But a cabinet decision could be delayed indefinitely now that a general election is anticipated.

State accused of racism

The education ministry has accused the entire state college system in Georgia of violating civil rights statutes and threatened to cut off all federal assistance. West Georgia college and Auburn University in neighbouring Alabama have also been notified in a separate action by the department of education's office for civil rights.

The three cases are among 22 earmarked for administrative enforcement. In all, 761 cases were scheduled for such action. The agency says 18 were forwarded to the department of justice, 27 referred for administrative enforcement within the education ministry, and the remainder were closed or dismissed.

The colleges were given 20 days to respond. In an earlier action, though, the Georgia board of regents repudiated the allegations as having a factual basis. There are 33 institutions under the Georgia state agency.

The federal government contends that a required test for college graduation discriminates against Georgia's

three traditionally black colleges, who have been denied "an equal educational opportunity to meet the requirements" of the test, initiated 11 years ago by Georgia regents.

The government notes too that Georgia's schools were once segregated under local statutes and that the effects of past discrimination have not been remedied since desegregation became law.

The three black institutions are Albany State, Fort Valley State, and Savannah State colleges. The regents made commitments to initiate remedial activities and upgrade the academic programme at the colleges, but reneged on their agreements.

At West Georgia College, the education department is alleging civil rights violation because the school failed to provide a hearing-impaired student with a sign-language interpreter.

At Auburn University, the government claims that the Alabama institution has violated the rights of women in its awards of athletic scholarships and grants.

Prague nuclear protest

Students at the Charles University of Prague have devised their own form of protest to the siting of Soviet nuclear missiles in Czechoslovakia. The missiles have been introduced, the official propagandists explain, to preserve the peace "destabilized" by the siting of cruise and Pershing missiles in Western Europe.

When the decision to deploy the missiles was taken, the government admitted, however that it would be difficult to explain the decision to the population. For several months, a petition has been circulating in the country against the missiles and the first batch of 939 signatures was sent to the government on February 1.

The petition began as a workers' protest, although many students and intellectuals are known to have signed it. The standard forms of reprisal - dismissal from work and police interrogation - have overtaken a number of the signatories, but collection of signatures still goes on.

Since students who sign run a grave risk of losing their university places, they have come up with a new solution. A huge poster, condemning the missile deployment, was recently put up near the main university building. It called on all students who condemned it to draw a little sun on the poster. Within a few hours, the entire poster was covered with suns.

Labour man appointed

The Australian government has appointed a former Labour MP, Mr. Hudson, to head the Commonwealth Education Commission.

Mr. Hudson's appointment to the commission, which was established in 1977 under the chairmanship of the professor Peter Karmel, now the chancellor of the Australian National University, takes place from July 1st for seven years. The former Labour MP, Mr. Keith Coughlan, retired the post in June.

The appointment is a further sign of the Hawke government's interest in place people sympathetic to the left in key posts in statutory authorities. The commission is responsible for coordinating the activities of Australia's post-secondary education institutions and for recommending allocation of some A\$2,000m a year, a sum which covers most of the costs of institutions incur.

Mr. Hudson is a former South Australian minister for mines and energy. He earned a reputation in education circles when he assumed the education portfolio in 1970 and in 1972 introduced a number of reforms to South Australia's school system.

He was briefly deputy premier of the government of Mr. Des Concoran, who took over from the former, when the latter retired because of ill health in 1979. Shortly afterwards, the Concoran government was defeated at the polls so soundly that Mr. Hudson lost his own seat.

Mr. Hudson has been visiting as research fellow at Monash University, a senior lecturer in economics at the University of Adelaide and a graduate research student at the College, Cambridge, in the late

US fee rises are 'lowest for decade'

from E. Patrick McQuaid
CAMBRIDGE, MASS

America's more selective colleges and universities are again raising tuition fees but the increases are the lowest in the past decade.

At Stanford University in California, where a 7.5 per cent rise will make the tuition fee \$9,027, Professor Seymour Martin Lipset suggested that all private institutions should boost the costs by another \$500 to \$1,000 as a tax on rich students and their families.

Mr. Lipset is a senior fellow at the Hoover Institute, the conservative think tank, and president of the American Political Science Association.

He said there was a problem that universities should not scare off poor students. More than 60 per cent of Stanford undergraduates receive financial aid.

The increase for Stanford is the lowest rate in 15 years, according to the provost, Mr. Albert Hastorf.

"My impression is that this increase will be well below the increase in personal disposable income for 1984/85," he said. Between 1971 and 1984, tuition at Stanford rose an average 10.5 per cent per annum. This compares with a 7.4 per cent rise in the consumer price index, and a 9.9 per cent annual gain in disposable personal income.

Private schools are reporting increases for the next year in the range of 7 and 8 per cent. Brown University in Rhode Island recently announced an 8 per cent rise. Princeton University, in New Jersey, said tuition would go up by 7.9 per cent.

In Cambridge, the Massachusetts Institute of Technology announced a 7.3 per cent increase while Harvard set its figure at 7.2 per cent. Harvard undergraduates will pay \$14,100 for tuition, double the figures for 1977/78 but the smallest increase in 11 years.

For Harvard the increase totals \$950 over this year's tuition. The financial aid budget for students will rise by at least the "same rate," according to Harvard officials.

Guatemalan university is election terrorists' target

by Richard Lapper

Sergio Samayoa, a 29-year-old student at Guatemala's San Carlos University, must have thought he had had a lucky escape. Early last month he was walking to his office - a firm of coffee exporters in central Guatemala City - when a gunman, speeding past in a station wagon, fired a volley of shots. Samayoa fell wounded and after taking temporary refuge at work he was carried off to the Roosevelt Hospital. But later that night the gunman came back and this time they made no mistake. Samayoa's body was found next morning on a rubbish tip in a city suburb - the volunteer firemen who picked it up found 12 bullet wounds.

Samayoa was just one of more than 200 Guatemalans who died last month in a wave of kidnappings and killings which are being organized by the military

government of President Oscar Humberto Mejia Victores. Coming only weeks before campaigning for elections for a constituent assembly - the first step in a projected return to civilian rule - the violence is designed to let the public know that whatever the result the military will still be in control. Politicians from centre and social democratic parties have been among the victims of repression.

As so often before, the ancient university of San Carlos is being singled out for special treatment. Although political activity on campus is much reduced in comparison to the late 1970s, government critics remain active there. Last year 33 students, staff and university workers were killed in a series of shootings. University rector, Juan Jose Arana, himself the subject of various assassination attempts, has repeatedly

protested - but last month the killing continued. Samayoa, whose mother, a former treasurer of the university's economics faculty, and three brothers were kidnapped in September 1982, was one of a number of victims.

A member of the university's governing council and lecturer in the engineering faculty, Sergio Saul Linares, was kidnapped on 27 February. Earlier in the month two former student members of the council, 31-year-old Victor Manuel Quintanilla and his wife 30-year-old Alma Lilia Samayoa disappeared. Jorge David Galvo Drago - an active student politician from the politics faculty was seized outside his home in early February. His father, Jorge Roberto Galvo, was kidnapped while investigating his son's whereabouts. Alvaro, a scholar, Aguilar, a 25-year-old student from

the communications school, Alvaro Antonio Arriaza of the medicine faculty, 26-year-old lawyer Natal Isaias Fuentes and a 44-year-old labour lawyer and researcher in the law faculty are all either missing or dead.

Samayoa's killing is significant in another chilling respect. It was the first "hostage abduction" since 1982 when General Romeo Lucas Garcia's bloody regime was overthrown - a fact which underlies the similarities between the present government and that of Lucas.

Under Lucas' successor, President Efraim Rios Montt, there was an initial improvement in the government's respect for human rights but things gradually deteriorated. Since Mejia took over in a military coup last August, the whole picture appears to have turned full circle.

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Patrick Nuttgens

The dangers and delights of polytechnic research

Delivering an address at a recent degree ceremony in Leeds Town Hall, I thought I would turn my attention briefly to the subject of research. That meant speaking in solemn tones, because there is no topic about which academics feel more strongly – or possibly uneasily – and few topics about which, under the searching eye of the CNA, they tell more lies – or perhaps exaggerate things a little. There must somewhere be an H. M. Bateman cartoon showing utter chaos in the Senior Common Room, around the man who said of course none of us has done any research for years. But of course it all depends on what you mean, and at that ceremony my argument ran roughly like this.

The obligation of a polytechnic – in education and training – is to prepare people for professional work at its highest level and to its greatest effect. Having formed themselves out of a fusion of colleges of art and technology and commerce and education, they ought to be able to offer the best teaching in the world. And that, not to put too fine a point on it, was – and is – my own ambition.

It is an ambition shared, I believe, by many of the academic staff of the polytechnic, which is why it has the reputation of caring a great deal (maybe even obsessively) about its students and going to great lengths to enable them to succeed in their studies and find some meaning in their lives.

In the world of practical affairs – of doing, making and organizing – the teaching of its future practitioners must surely be effective. That means, at the highest level, that teaching and learning are one – not just complementary but inextricably intertwined. However separate they may be at the start, they cannot be separated in the end. By that time, discovery by the student is the same as discovery by the teacher if they are both pursuing their subject and their skills as far as they can go.

The professional problem for an institution like a polytechnic is how to assess good teaching, how to reward it and indeed how to use it. It is not a new problem; it has faced the universities, probably more than the colleges, for many, many years. In the last hundred years they have increasingly dodged it by taking the easy way out. That is, by rewarding research.

The reason why it is easier to reward research is that research is quantifiable, whereas good teaching is not. You can measure research by its output, by the number of papers, the obscurity of its subject, the acquisition of higher degrees. For the management it is an easy decision to say that only people with higher degrees can be considered for an academic job; at one stroke it absolves you from some hard thinking. But now even that is not enough; there are so many people with doctorates that many will not even be considered. In any case, when someone's research is so specialized that only he or she knows what it's about, the time has come to use other forms of judgment.

The danger for a polytechnic is, I believe, this. An obsession with research can be a positive inhibitor of good teaching. Academics often devote themselves into thinking that if all the university or polytechnic staff are pursuing their own research, it is necessary to the exclusion of everything else, the students will be better taught. I might of course be true in the sense that if all the staff are doing research all the time the students will have to educate themselves; which may not be a bad thing – to adapt a

famous remark by the late vice-chancellor of the University of Leeds, teaching themselves in an atmosphere of research.

Anyone who has spent the better part of a lifetime in higher education can have few illusions about research. Of the hundreds of thousands of studies being made at any one time in the educational world, at least three or four must be of fundamental importance to the world: several hundred must be pushing the study ahead and building effectively upon the fundamental studies; the vast majority are made for the sake of personal qualification and advancement. That in itself is very valuable and has effects of value for others. At the very least, as I myself have experienced, you learn how to deal with a mass of intractable material, understand libraries and other sources of information, take initiatives, develop your powers of analysis and presentation – all of which are important skills in most branches of activity.

The problem of research – virtually an occupational disease of the academic world – is when it becomes an end in itself, when it becomes the primary purpose of the academic. It is important that we get this right. Research is not an end in itself but a means to an end – the increase of knowledge and its application for the benefit of mankind, enriching life and health and work and art. The end product of research is its application in the real world. In that sense, most research is a relatively humble activity, requiring application and stamina rather than brains. It is the application of research that is of ultimate social concern.

Within a polytechnic – and indeed within a university, but possibly more obviously within a polytechnic – any good teacher is constantly applying the discoveries of research in his or her teaching. That, as I have said earlier, is after all good teaching.

We all learn together. And I take it that being familiar with the latest developments in one's subject is part of one's job. If the academics are not up to date, what hope is there for the world of learning? In any case there are few occupations more agreeable than scouring the journals for moments of new enlightenment and then going – at someone else's expense – to a conference, where one might even be noticed and caricatured by David Lodge.

The constant, nagging problem for the management of a polytechnic is whether there will ever be enough money for the equipment necessary for any serious research. For the kind of research – or scholarship – which seems to me inevitable, a part of ordinary academic daily life, of course there is. For the fundamental scientific research that requires colossal capital investment, the universities have more experience in assembling funds than I expect any polytechnic will ever have. The financial structure of the polytechnic is against it; who is going to donate vast funds to a city council?

What the polytechnics must have is equipment as well as the expertise to make them supreme in teaching – and to engage in the research that goes with it. Their success is the success of their graduates; in finding employment and providing the competence to do well in it, that needs to be done.

... And now for something completely different

Peter Scott takes part in an alternative inquiry into higher education

The title was "The experience of higher education: a collaborative enquiry". The place was Gregynog Hall, the University of Wales conference centre near Newtown in Powys. The time was three grey chilly days in mid-March.

The participants? Thirty-three people who made up not exactly a cross-section of higher education more, in the words of one of the organizers, a manager. University teachers and students, mainly arts and mainly at or from Cardiff, a college of education principal, a polytechnic head of (a science) department, two administrators, a journalist, an American professor with a cigar.

The programme? Here it is more difficult to explain. The three organizers, Colin Evans, Kate Westoby and Roger Ellis all from Cardiff, believed that the Gregynog inquiry should not be inhibited by a top heavy structure of formal papers, responses, syndicates and all the paraphernalia of academic conferences.

They hoped instead that its form would emerge naturally and spontaneously. So we discussed shapes, read texts on everything from Kierkegaard to catastrophe theory, interviewed each other in the corridors and on the gravel paths of Gregynog, endured uncomfortable silences, seemed to think the experience of higher education had anything to do with the University Grants Committee's "great debate".

The purpose? The difficulty increases again. Of course such an inquiry could not produce a set of recommendations or even these because it set its face against such arid tradition of higher education. Its intellectual tools were symbols and metaphors not theories and concepts.

Perhaps a word of explanation is needed. The focus of the Gregynog inquiry was not higher education as a system made up of objective institutions – the world of the UGC and the NAB, of research councils and senates – but higher education as a chaotic collection of individual and therefore, subjectively experienced – how then scouring the journals for moments of new enlightenment and then going – at someone else's expense – to a conference, where one might even be noticed and caricatured by David Lodge.

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there is widespread concern about the inadequacy of the scope of the UGC debate, this ambition may be received by many people with interest and even affection.

But is it a realistic ambition? A dissident minority at Gregynog was doubtful. They resented the resentment of the majority when they started to use Leverhulme language. They argued that however inadequate and anemic such discourse might be it could effect reform, while the critics of Leverhulme language had nothing to put in its place but a silence, an indeterminacy that might contribute to individual integrity but did little to produce social change.

There was a revealing incident on the last morning of the conference when the four, highly provisional and fluid, groups into which the participants had divided the day before came back together. Three members of the group that had addressed the theme of taking action gave their own accounts. The first, a Cardiff undergraduate with Euro-ambitions, owned her section of the blackboard and an organized and itemized programme of action written in impeccable Leverhulme prose. The other two, lecturers from Oxford Polytechnic and Leicester University, wrote slogans and drew pictures in the equally impeccable symbolic discourse of Gregynog.

However some truth if not compromise did seem possible between those who imagined the future of higher education in Gregynog language and those who constructed it in the language of Leverhulme (and the UGC great debate). The former who stigmatized the latter as using "a language of exclusion" and an abstract words as missiles in some intellectual war that aimed to crush rather than to communicate with opponents (to use two metaphors offered by Kate Westoby) would probably have admitted that such language might be inevitable in some circumstances. Their approach they saw as more an alternative, possibly an antidote, to Leverhulme plain and simple.

For their part the Leverhulmists at the conference were prepared to accept that much of the debate about the future of higher education in recent years displayed a cultural poise that helped to explain why most people in universities, polytechnics, and colleges had remained entirely disengaged. They seemed happy to welcome the Gregynog vision of "lived experiences" as a valuable extra perspective, corrective even, to the conventional managerial view of the future.

But there were some at the conference who wished to make grander claims for the Gregynog approach than simply as a humane road to a mechanistic system. Higher education's potential for subversion, its role as a clown or jester, "the joyful assertion of our marginality" were all ideas and metaphors tossed around at the conference. But the prospect of higher education operating at the playful edge of society or of the humanities filling a similar position within higher education or of Gregynogists playing the same role among the philistine

majorities in their institutions did satisfy a determined minority. The first of their claims was that intellectual forms in which the experience was a brief and modern experiment were potentially superior to arid conceptual rationality that was dominant intellectual style of high education outside the performing arts. They argued that intellectual progress could best be made by evoking personal experience but that then seeking to generalize or conceptualize that experience we should imagine metaphors and symbols that illuminate and enrich other people and time's experience.

Against the sceptics, who were usually the same people as the Levites, were prepared to go some way to meet this argument. They were happy to accept that far too little attention was paid to the roots of intellect and that academic discourse too often degenerated into arid controversy purged of any emotional or imaginative commitment.

The second claim was even bolder. It was that within a three-day conference in a mid-Wales mansion one could create in microcosm the tensions, frustrations, and indecisions that are common conditions of higher education at large – and presumably that the participants might arrive at a better understanding of their own particular positions and predicaments in their own institutions. This claim came close to regarding the Gregynog inquiry as group therapy.

There was naturally a lot of resistance to this second claim. But even those who began to grow "therapeutic" or "zen" under their breaths did succumb to the temptation to regard the conference as a rather limited exercise that Gregynog itself was a more active experience of higher education than a passive examination of it outside of that experience.

So there were many strands running through the Gregynog inquiry. In a way to sum it up is the phrase "a way now for something completely different"; this interpretation suggests that such a conference can be a brief respite, an opportunity to create a space for the individual in a crowded world of institutions and "isms".

Another was to see it as 33 chapters in search of a script, this suggests that such an occasion can provide an opportunity perhaps not for full-blown group therapy but for self-assessment which if it avoids the pitfalls of speculative narcissism can offer another form of respite.

Other interpretations are also possible. But it would go against the spirit of Gregynog to prefer any one. What can be said is that the language of Leverhulme, of the NAB, of the UGC debate is loud and insistent and the language of Gregynog is quiet, often silent. On these grounds alone the latter deserves some attention. It employs one of the conference's favourite terms, Gregynog. It stands as a symbol of all those things the most important and the things that have been left out of higher education's "great debate".

Exploring new openings

Eight years ago adult students at Britain's first open college hesitantly put their feet on the first rungs of a new educational ladder designed to lead them ultimately to higher education.

The ladder of learning offered adults a new approach – a carefully constructed, more mature alternative to the school-based O and A level system. Using part-time modular courses, backed up by personal counselling, students at the Open College of the North West, in Lancashire, were encouraged to transfer through the various stages, while perched at the top, the higher education institutions monitored progress and development.

If the Open College of the North West first set the ladder against the varsity wall, across in Manchester a new open college venture has been altering the structure – adding rungs – and questioning who should be holding it in place.

Manchester's scheme began to take shape in May 1980, with the mustering of a working party. Its original intention was that the Manchester open college, like its North West counterpart, should offer students a different system of entry into higher education through a form of "alternative matriculation".

But by its second meeting the working party had come to the conclusion that though this work might be of major importance, it was by no means the only task ahead. Mr Michael Sterne, Manchester's senior assistant education officer, recalled: "We realized most of the potential students in Manchester would only progress after a very long period."

"We had, therefore, to offer something for everybody. It also seemed obvious that we would need to talk about employment, as well as access to higher education. The majority of our customers would be greatly concerned about our links with industry and commerce."

A draft paper produced in the summer of 1980 looked forward to a federation of the city's educational institutions, providing programmes for "all" applicants and offering a range of courses from basic skills to higher education pre-entry.

If the new Manchester Open College Federation was to be truly open to all comers, then its structure had to be system, based on study units through which students would acquire credits towards a "matriculation certificate".

But by widening its horizons beyond higher education pre-entry, the committee had then to re-examine the framework. After some deliberation it determined to introduce four levels of study, beginning at absolute basics with "courses designed with the primary aim of enabling students to establish basic operational competence in the indispensable skills of literacy, oracy and numeracy".

At level two, students were to: "develop basic skills, and/or acquire and develop other skills (such as manipulative, artistic and creative) and to stimulate and extend interest in further study."

Level three would provide courses enabling students to acquire "basic concepts and principles of inquiry in chosen subject areas, and/or functional competence in skills areas, such as languages, mathematics, creative and interpretative arts".

For the final level students would be required to undertake sustained study appropriate for entry to higher education. Courses would be designed for students to develop: "the capacity to undertake the study of a problem or theme by application of appropriate principles of inquiry, to display critical and evaluative skills, and to communicate their inquiry and conclusions".

Maggie Richards outlines new moves in the field of adult education being made at Manchester

Among organizations falling under the latter category invited to join the governing body were Manchester Chamber of Commerce and Manors, the city's Trades Union Council, and the Council for Voluntary Service.

As other colleges and local education authorities outside the city boundaries have joined the federation, their representatives have been accepted on to the governing body. The National Union of Students is now also in membership.

In examining the type of open college course provision Manchester should adopt, the working party realized that a federal structure did not readily lend itself to the common curriculum favoured by the Open College of the North West.

So Manchester turned the North West course structure on its head. Instead of the higher education sphere validating specially designed courses to be taught in the colleges, in the Manchester model the onus would be placed squarely on the colleges and adult education centres to produce course material suitable for validation. In this way, it was argued, existing provision could be slotted into the open college system and new study areas might emerge from the grass-roots.

A course recognition committee was created, to oversee the validation work of recognition panels in six subject areas: humanities, literacy, numeracy and mathematics, science and technology, social science and business studies, and art and craft.

Currently, at each submission meeting before the course recognition panels, each tutor is invited to join in discussion on design and content, and to examine whether the material will meet all the necessary criteria.

From its inception, the working party perceived the need for a modular system, based on study units through which students would acquire credits towards a "matriculation certificate".

But by widening its horizons beyond higher education pre-entry, the committee had then to re-examine the framework. After some deliberation it determined to introduce four levels of study, beginning at absolute basics with "courses designed with the primary aim of enabling students to establish basic operational competence in the indispensable skills of literacy, oracy and numeracy".

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effectively. As at level three, courses would also provide students with functional competence in skills areas.

At the latter two levels it was agreed assessment would be made by tutor evaluation of an extended piece of work, or of several smaller pieces of work.

Credit values for each course would be related to study hours, including private study sessions, with a course of 30 hours rating as one whole credit, and other shorter courses assessed on a proportionate basis – subject to a minimum of half a credit.

A "study passport" was devised, to be issued to every student on enrolment, regardless of the level of study. Each credit award would be recorded in the passport, providing a tangible record of success for the student.

One final hurdle remained before the new open college; the question of moderation. For the new federation this issue would be crucial – the credibility of its awards would be at stake, yet it had not sufficient resources to fund an elaborate moderation system.

Eventually, a system of "cross moderation" was proposed, whereby course tutors supplemented by chief moderators in each subject area would be responsible for scrutiny by sampling of students' work.

Officially, the Manchester Open College Federation came into existence on September 1982, with 71 out of 122 course submissions being recognized and accepted. By the beginning of the 1983 academic year 232 courses had been accredited to run at a multitude of further education colleges and adult centres in the Manchester area.

Recently the open college accepted its 1,000th student and presented a study passport to her. Coincidentally, though appropriately, the recipient is a former pupil at a school for educationally sub-normal children now engaged in a training workshop as part of the Youth Training Scheme, thus justifying the federation's view that an open college should provide access to all levels of education and not confine itself to higher education pre-entry.

Manchester's scheme is still in its infancy. But Mr Aubrey Black, who served as the working party, and is currently development officer for the open college, sees vast potential for expansion.

He admits the federation has not concentrated on cultivating a massive initial student response to its programme, believing it was imperative to create a sound framework first. Now he anticipates the open college will begin to attract students.

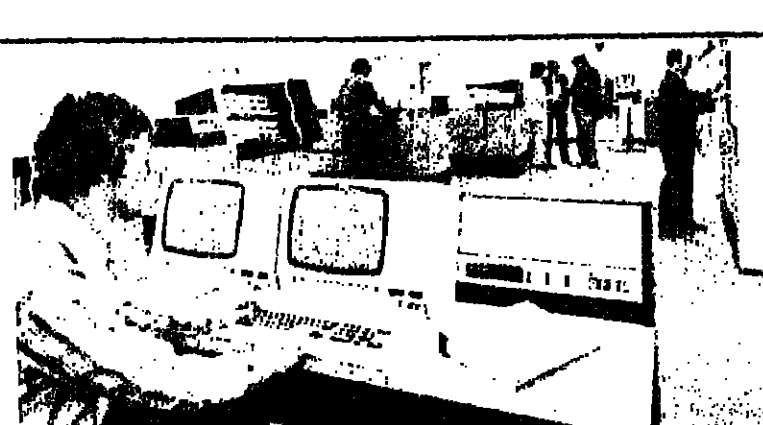
This task, along with encouraging the colleges in the federation to produce sound marketing strategies, will be one of the major functions in the future.

A second, considered equally vital, will be to persuade industry and commerce in the Manchester region of the open college's validity.

"Job related training and education will provide the breakthrough," Mr Black says. "If we are going to have an impact, it will be because people believe our courses are relevant to their training or retraining needs."

To this end, the open college has set about improving its links with industry, and promoting the image of the federation as a validating body. Negotiations are taking place with the Open Tech on the possibilities of integrating distance learning elements into some courses.

In the longer term Mr Black feels the college will have a "catalyst" role to play, in encouraging both institutions and industry to bring forward new learning programmes for accreditation.



Working with computers: for some a daunting prospect

Computers come to the rescue of a lost generation

Last Wednesday Salford University made its first bid to capture what has been described as a lost generation of adults for whom new technology and in particular computers represent a daunting prospect.

The aim is not to train this lost generation – mainly the over 40s – to use particular equipment but rather to remove their fears, and instil in them an awareness of the benefits of new technology, as well as confidence in their own abilities through an understanding and practice of basic computer operations.

The premise behind the experiment is that this generation of adults, for example shopfloor workers who have been using a particular machine competently for years but who feel uncertain about their social and intellectual skills, are very reluctant to switch to modern technological equipment, fearing this will expose some inadequacy.

The idea for the experiment which is to run for four evenings until May came from Dr Keith Rhodes, the managing director of Rhodes Flammant, a leading educational equipment manufacturer in Manchester, one of the companies which is part of Campus Ltd, formed by the Friends of Salford University.

He and 40 of his staff, all volunteers, ranging from the sales director to the tea lady, are to be the guinea pigs in the pilot project which Salford University describes as unique because up to now such initiatives have been held mainly for staff in industry and commerce who needed no similar encouragement to use computers.

If the experiment is successful, it is hoped that it will be repeated and taken as a package throughout the country, to other commercial and industrial organizations which have similar needs.

Dr Edward Flinn, a computer enthusiast and expert who heads the university's centre for computers in education, an interdisciplinary group open to staff from all departments, is to lead the project with the help of two colleagues from the department of electronics and electrical engineering where he is a senior lecturer.

Usually, he says, the university has decided to run the "experience evenings" for what is only a nominal fee because it is such a novel and exciting venture and Dr Rhodes's company is a member of Campus Ltd.

Dr Flinn is particularly impressed with Dr Rhodes's foresight because his idea did not originate from an industrial relations problem – a company is expanding – but because he is anticipating problems before they happen, and attempting to get his staff in a receptive mood before new technology is introduced.

"However, I don't expect the evenings to be an easy task, particularly as the problem is not one primarily of technology but of personal attitudes," Dr Flinn said.

Patricia Santinelli reports on an experiment in progress at Salford University

With this in mind they have divided up the staff in groups of 10, ensuring that people who have some experience of computers are not together with complete beginners. This is felt would only generate a feeling of inferiority among some of the participants, thus undermining the object of the experiment.

Each evening is to consist of a two-and-a-half-hour session with maximum tutorial support, where the groups will be introduced to a typical microcomputer system, in this case the PET Commodore.

Participants are being treated to a short introductory programme showing a little man brandishing a placard bearing the name Rhodes Flammant, who is then reduced to a heap by a "weird beastie". This is designed to display how simple it is to use the microcomputer.

After this they will be shown how to load a simple cassette run programme, and then how to key in one or two lines of a programme, as well as how to save this on tape. From there they are to be given a demonstration of the computer in control applications, relevant to some work areas such as turning on lights, electronic motors and other equipment.

Following this there will be a software package demonstration and more "hands on" experience with specially prepared educational programmes, with the final consisting of a demonstration of the IBM Personal Computer, as the current sophisticated technology being used in offices.

"By the end of the evening I hope very much that participants will have become more confident and feel that they are able to use not only the PET but other machines if they should wish. Basically it should benefit both employees and employers, with participants feeling more at ease with new technology and with employers gaining a more relaxed workforce, less afraid of trying out modern equipment," Dr Flinn said.

The "experience evenings" are being held at Rhodes Flammant technology equipment centre in Salford, but with machines and materials entirely provided by Salford University. The centre was opened at the end of last month by Dr E. B. Bates, the head of education/industry unit of the Department of Trade and Industry.

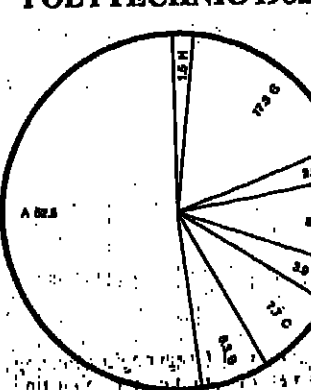
On opening the centre, Dr Bates said: "The whole adult education need for training in information technology, new technology and computer and 'micro-technologies' is not merely coming, it is here with us and about to explode."

Graduate destinations

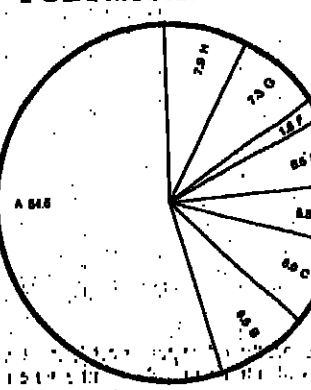
Headings on the charts accompanying the article entitled "Unhappy graduate snapshot" (THESE March 16) were transposed, giving a false view of trends in graduate destinations. The correct information is reproduced here.

Key: A: Permanent UK employment B: Short-term UK employment C: Further academic study D: Teacher training E: Other training F: Overseas employment G: Unemployed H: Not available.

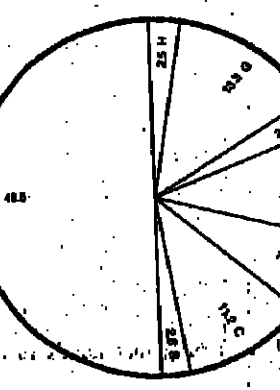
POLYTECHNIC 1982



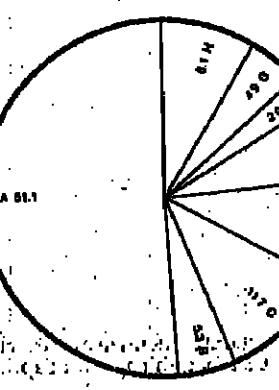
POLYTECHNIC 1979



UNIVERSITY 1982



UNIVERSITY 1979



Sweet surrender . . .

Discussions of morality and ethics in science confuse me. What is meant? Is it the morality of the scientist, or the morality of the research, or, more broadly, a concern for the general direction of science in a nuclear-crazed world?

What I do know is that most scientists - and I include those in higher education and industry - are more concerned about keeping their jobs than with "abstract" issues. They do not differ from building workers at Greenham Common or nuclear workers at the Sizewell A plant. When a famous research institute, the John Innes, has to sack three scientists, then who is immune from the morality of government decisions? In industry, jobs in research and development departments are also under scrutiny when cuts loom. When *THEES* publishes a league table in biology and this department attracts only one vote further demoralisation sets in. The message comes over clearly: publish papers and get your research grants renewed. This means, of course, doing safe, boring experiments in the popular fields that will win the attention of the important journals. Biotechnology is fashionable, so get into it.

Times are hard, however, with less time for research, smaller research groups, fewer technicians and secretaries, less money for periodicals and

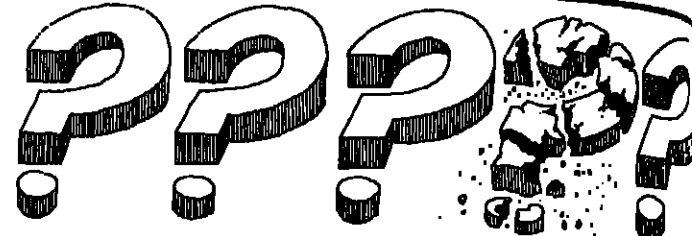
departmental expenses. As our vice chancellor said recently: "Research council chairmen, without exception, report their inability to fund all the excellent grant applications they receive." Only the Science and Engineering Research Council has increased its expenditure on grants and this has accompanied a massive swing to engineering; the sciences have been losing. He goes on: "Research studentships reflect the same pattern - a shift towards applied subjects and schemes linked to industry."

Bodies like charitable foundations, international agencies, industry and government departments - which often contract out research - grant more money than all the research councils; their grants have been increasing by a rate of about 7 per cent per annum.

Against this background it is hard to stop and consider if what you are doing is immoral or unethical. Abstract debates about whether science can ever be value free or truly objective are not on the agenda. Certainly no one cares about educating the general public about science. That is left to television. Questions about what research needs to be done and what range of problems needs to be tackled are restricted to a privileged few on the University Grants Committee and to a handful of

profit making industrialists. With one or two changes thrown in, my own vice chancellor believes that the UGC - an unelected body which managed the last round of university cuts - could practise selectivity of research funding. He imagines that research councils and other bodies would give an element of independence and breadth to these decisions. I wonder how many researchers agree. It certainly is a long way from an informal public debate about the role of science in the future. It means more of the same, whether it's pressurised water reactors, expensive heart operations, or nuclear weapons. No question, as Einstein said, of developing a sense of responsibility for fellow humans as a substitute for the glorification of power and success in our present society.

There may have been a time when scientists practised and considered moral and ethical concerns. No doubt some individuals still do; ethical committees exist, particularly in medicine. However, the predominant mode of thinking that progress must be made at any cost, simple prestige enters into such decisions. I am reminded of a professor who commented on a recent graduate who had made radiation level measurements on a beach in Suffolk: "It would be in the student's best



interests to avoid subjects that raise political, religious or moral passions, so that tendencies to distort arguments are minimised." Neutral objective science with its value-free truths just has to be accepted! Jacques Monod, the molecular biologist and Nobel Prize winner, takes the argument further. He has stated that humanity's highest good should be the search for scientific truth replacing all other ethical questions concerning the goals of human existence. So if society is scientific, by definition it becomes an ethical and just society. This is the ideology of modern science in a nutshell.

Listen again to our vice chancellor. "The case for having research in universities needs no rehearsal before this audience; it rests on the need for an independent base for free enquiry, the enrichment of teaching and links to industry and other places where knowledge is applied in the so called real world. In my view a university which did not do some good research in most of the subjects it taught would not be

worthy of the name." There are questions asked about the influence of research on the environment which attack the value of research or for that matter about the influence of industry on research. In drawing up research requests, these considerations are uppermost in the mind of the grant committees. If a grant can be obtained by testing cosmetics on animals, ethical considerations will be a deterrent. After all, there is money in it, and jobs.

I believe that there is little to be gained from our current policy system to contemplate and discuss nature, control and consequences: research. Its pace and direction are dictated by the paymaster, the state, the market, the consumer, the rape, but sweet surrender.

Ian Gibson

The author teaches in the school of biological sciences at the University of East Anglia.

Alexander Gunn considers the problems of overseas students who become 'uprooted'

There are now more than a million students who either choose to, or are obliged to, migrate from their home countries in order to obtain higher education, and this figure is rising annually at an estimated rate of 7.5 per cent.

Britain is actually the largest recipient in western Europe, acting as host to more than 120,000 a year; 30 per cent of these "students" study engineering and technology, 20 per cent are in administration and business studies, 20 per cent in other science courses, 7 per cent in medicine and the remainder in language and allied studies.

The success rate of such students in Britain is high with fewer than 15 per cent failing to graduate or qualify. But the situation in other European countries, the United States, and the Middle and Far East is very different, with concern now being expressed by the member countries of the World Health Organization about the psycho-social harm being inflicted on those who fail to graduate, become ill, require repatriation, or else, on their return home, are socially disrupted and so remain uprooted as a result of their experience.

It is not a small number who are so affected. For example, in West Germany, the estimated failure or drop out rate of overseas students now exceeds 50 per cent. This concern has led to the publication of a WHO document on the health of students from abroad, which has been circulated world-wide.

In terms of physical health there is no indication that the student from abroad is less fit on arrival than the indigenous student. In fact, as a result of the principles of selection that often apply, the physical health of the individual may be in many cases superior. Furthermore, the student from abroad may well be, initially, better motivated towards achievement than his or her fellow students from the host country, and thus represents de facto the élite of his or her home country.

Nevertheless, within a short time of arrival there are indications of disturbance. Many student health authorities in this country report increasing evidence of psychosomatic disorder in overseas students. Surveys have shown a psychological morbidity rate as high as 20 per cent in certain ethnic groups and in the United States a "foreign student syndrome" of depression and other associated forms of distress has been defined.

The problems of migration and mental illness have occupied specialists in "transcultural psychiatry" and one author specifically detailed the common causes of stress, for example, met by African students in Britain.

INEVITABLE PROBLEMS	
British peculiarities	Sexual problems
Racial discriminations	Career choice
Accommodation	Restrictions
Difficulties	Study method
Separation reactions	Discrepancies
Age-determined	Dietary difficulties
problems	Personality problems
Language and adjustment	British climate
AVOIDABLE PROBLEMS	
Financial stress	Over-identification
Misunderstanding & mistrust	Academic inadequacy
Teacher-student difficulties	Ethnocentrism
Vocational guidance	Employment difficulties
Loneliness	Inadequate embassy support
Married student difficulties	

The problems experienced by students from abroad cannot be easily classified, for migration activity may be further complicated by



Foreign students in Britain: depression and anxiety may lead to paranoid reaction

Homesick blues

the essential psychological difficulties of late adolescence - where the immature individual is seeking a social or sexual identity and matching it with the assumption of adult responsibilities. The same emotional trauma can be as easily experienced by the student from the north of England who migrates to a southern university and vice-versa.

It is not uprooting alone that is responsible for a destructive or debilitating reaction in overseas students - but a multiplicity of coincident factors. The student from abroad may often be of mature years, but the absence from and their responsibilities to, their families and siblings in their homeland may be a source of considerable distress. In particular, the disruptive experience of migrating to a contrasting socio-economic and political culture may form the source of a permanent alienation from the home country and all previously held expectations of role.

Similarly, the progressive emancipation of the female in western society must be recognized as a severe stress factor for some - either visiting men or women students. This may be especially true in the latter for she may experience during her student years a liberation from many of her previously expected roles as a young woman, both at home and away, that cause severe adjustment difficulties. Moreover in studies of political strife, many foreign students residing in their host country are rendered desperately insecure, when during their time of study the country to which they planned to return is subject to a change of government and ideological regime.

This it can be argued, with sympathy and understanding, that everything about the uprooting process is worse for the student from abroad than it is for the student who studies in her or his own country, even if they too are away from home and subject to many similar stresses. Is this, therefore, the sole reason for a much more serious drop out and failure rate? The answer is no; but its mitigation can only improve the present wastage. It is a complex of proper academic assessment, evidence of language ability and all selection

principles have been fulfilled as well as all aspects of socio-economic and psycho-social care are provided, throughout the individual's stay as a guest student, then migration abroad to study in higher education should not, in itself, be harmful. The problem is evident that these criteria are not being met.

How can these ideals therefore be better met? The first action necessary on the part of all educational institutes who accept students from other countries is particularly to improve the facilities they already largely provide for all students. Preventive action requires better pre-departure physical and psychological health screening and selection, the provision of adequate documentary information on the life-style that will be experienced on and after arrival, staff participation and involvement in the particular problems associated with social uprooting, and linguistic training courses, for those who experience difficulties in idiomatic comprehension.

Measures of care are necessary to assure an adequate material standard of living and accommodation; provision for recreation; care services especially experienced in the health and counselling problems of students from other countries; and specific help for special groups such as formalized technical training, e.g. medicine, electronics engineering, microbiology, nuclear physics, etc - where the facilities to achieve excellence in their country of origin may be lacking.

There are many examples in Britain where all this is done with considerable success that makes other countries look to this one for guidance. The students' "freshers' week end" to the activities of the British Council Students' welfare officers and the facilities provided by UKCOSA. There is, however, still room for improvement.

Remedial measures are necessary for those who despite such preventative efforts, still show signs, perhaps some time after arrival, of what may fundamentally be an uprooting disorder. There will always be some on whom the impact of so many profound changes in their life is so great

that in consequence they require medical help. The student health services, in Britain, the United States, Canada, South-East Asia and a few of the European countries, are formal services which should be the best equipped to experience to offer remedial help.

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Counselling services now familiar to the student, if at all by the student from abroad, can provide, in their interdisciplinary team work and group therapy structures, a particular source of help to the student with an uprooting disorder which is in many ways a problem of social communication.

Pathological cases of uprooting, that is individuals who show an absolute incapacity to adjust who suffer nostalgic fixations of an "abandonment" degree and duration, should, if their psychological health is in severe threat (and this is academic progress completely nullified) be referred for repatriation, but the effects of their return can be devastating.

Thus the remedial services and staff of the facilities available require constant training and earlier recognition of uprooting disturbances and to become more effective in their interaction with personal disaster for the individual student to be prevented.

Many students who are in the process of successfully completing their studies abroad approach the time of their return to their homeland with gradually increasing concern. Their return, many of them who have thus far some of their most impressive years abroad have formed new roots by accepting the norms of their former host country - and in consequence grave problems of re-adaptation may occur.

As yet, facilities to aid them in their re-establishment role are lacking and the development of pre-departure home routines should be a responsibility of their own country and embassy or consular staff. There are many individuals who need special facilities for reintegration, or even rehabilitation after return home.

Most needed is a greater degree of research and follow-up of those who have experienced the uprooting problem - both to define, if possible, why disasters occurred and how success was ensured. The "welcome home" cocktail party and the sponsored life for the student from abroad is, in any population of vital importance. They represent the educational investment being made in the structure of their own community's future and they will eventually form and provide, as adults of tomorrow the manager, administrator, professionals, technocrats and leaders of the society. Psycho-social change, as a result of the experience, is inevitable - damage and disruption to their personality is not.

The author is director of the Reading University health service and a temporary advisor to the WHO Health Organisation.

BOOKS

The foundations of postwar consensus

by Nevil Johnson

Labour in Power 1945-1951
by Kenneth O. Morgan
Oxford University Press, £15.00
ISBN 0 19 215865 1

The Labour Government 1945-51 is generally seen by historians and perhaps by most of those old enough to remember it as embodying fulfilment. The size of its majority and the seriousness of purpose with which it pursued its declared policies seemed to vindicate the efforts of all those who, over many years, had worked to make the rise of the Labour Party to power a reality.

It carried through a huge programme of legislation to extend the social services and to take into public ownership large sectors of industry, and even if the groundwork for many of these achievements was laid in the wartime coalition, they were none the less seen as a consummation of the hopes and dreams of the Labour Party. To a remarkable extent this Government defined and consolidated a new view of the responsibilities of government for social welfare and economic prosperity that seemed to express a consensus in society and was to shape public affairs for many years to come. All in all an impressive achievement, one that prompts veneration and nostalgia.

Yet from another perspective we can see that this fulfilment was shadowed ahead. During the years 1945-51 the seeds of future problems were sown, above all in respect of the British economy and its capacity to compete in a changing world and to satisfy growing expectations. Many of these problems were to turn out to be all the harder to solve just because the Labour Government 1945-51 had done its work so solidly: some of the achievements were to become straitjackets. Furthermore, from its apogee in 1951 the Labour Party was to pass into a long decline, slowed down in the 1960s, but gathering momentum thereafter. Today it seems hard to avoid the conclusion that it was the very achievement of the achievements of 1945-51 which brought out the latent schizophrenia in the Labour Party, forcing so many of its adherents to see life in Manichean terms as a conflict between good and evil. If social reform had not brought utopia, did this not prove that the party had to march forward to socialism? Ironically, the Cabinet of 1945-51 was by virtue of its qualities to be crystallized in myth as the measure of what a really good Labour Government would be like, and this myth itself was to inflame animosities within the party that had so loyally sustained that Government.

Kenneth Morgan does not state his themes exactly like this. But his lucid and thorough account of the Labour Government 1945-51 and its work fits into a framework of ideas something like what has just been outlined. Essentially he offers a record of achievements, setting out what was done, how it was done, and what the men were like who strove together to make it all possible. (There was only one woman of note, Ellen Wilkinson, and she died in 1947.) Almost throughout the emphasis is on "high politics", the activities of those who ran the government, faced the challenges of the difficult postwar years, and succeeded in putting into effect virtually all the policies to which they were committed. Sustained by the release of the public records of this period, Dr Morgan has produced a fine synthesis of work of political history which complements in an admirable way the informative diaries already available as sources for these years.

The book opens with what are in effect two introductory chapters. The first of these lightly sketches the origins of 1945 Labour commitments in the sobering years of opposition after 1931 and then in the hard practical experience of participation in the Government after 1940. The second discusses what is called the framework of politics 1945-51, by which the author means chiefly relations between the Labour Government and the party (including some reference to the trade



Clement Attlee electioneering in Walthamstow, February 1950

unions), and the reactions of major bodies of opinion outside the party to what the Government did. These opening sections are followed by four long chapters examining major areas of policy-making and legislation: industrial policy and nationalization, the consolidation and extension of the welfare state, the move from Empire to the New Commonwealth, and foreign policy and defence. In each of these chapters Morgan achieves an admirable compression of complex events and activities stretching across the life of the first Attlee Government. His chapter on foreign policy is particularly good, conveying a clear picture of the daunting range of problems that had to be faced, the resourcefulness of Ernest Bevin in reacting to so many of them, and the dawning realization of the real limitations to Britain's capabilities as a world power.

After this formidable record of *res gestae* there comes a passage of reflection on what is called the mood of post-war. This is a rather unsystematic excursion into social history and the cultural ambience of the years after 1945 which relaxes the reader before he is plunged into the rigours of the chapter on 1947, to emerge later on the chilly but morally invigorating uplands of the Cripps era. The fuel crisis of early 1947 resulted from a mixture of incompetence and bad weather, but had no long-lasting effects on the Government's standing. The convertibility crisis was potentially far more dangerous to both the economy and the Government, but after some confusion the Cabinet decided to halt convertibility and the collapse of sterling was averted.

The most important effect of this crisis was the advance of Stafford Cripps, first to take charge of economic affairs and then, in November 1947, to assume full control of economic policy when Hugh Dalton's conjuring act was unexpectedly cut short by his inadvertent disclosure of plans for the Iron Chancellor brought moral fervour and a powerful intellect to bear on public affairs, qualities which combined with his financial zeal for work to enable him to impose coherence on budgetary policy, to enforce priorities in the management of the economy, and to leave behind the legacy of a faith in Keynesian demand management which was for many years to inspire his successors.

The last two chapters are somewhat like an epilogue. A tiny majority in Parliament made it difficult for the second Attlee Government to put through large schemes of legislation, and in any event it had already fulfilled the programme of 1945; death took away two of the pillars of the Cabinet and the controversy over Natural Health Service charges opened up divisions in the party which were to echo down the years to come in a painful amalgam of personal rancour and conflicting ideological claims. Support for the USA in the Korean war, the prospect of German rearmament and the strains imposed by the Government's decision to embark on a British rearmament programme which was unrealistic within the time-scale proposed produced further difficulties; finally, and for neither the first nor the last time, acute pressure on the pound set the red light flashing which pushed the Government into an election. The result constituted a dignified end to the stirring years of reconstruction and reform, though pushed out of office, the Labour Party did the comfort of securing the highest poll in its history. This at least seemed to confirm a consensus which would protect from erosion the achievements of the Attlee Government.

Much of this study is concerned with what Labour did when in power, the policies it adopted and how the necessary legislation was put through. While the author's account of all this is wide-ranging and judicious, I think he sometimes fails to look critically enough at the rationale for some of the policies effected. Was there really a serious economic case for much of the nationalization programme? Was any serious thought given to the difficulties inherent in subjecting demand-led medical services to a regime of administered control of supply? Of course, we must be careful in such matters not to read into the past questions which could not reasonably have been asked at the time. Nevertheless, there are some grounds for holding that Labour's approach to its programme was both optimistic and mechanical: its leaders were determined to tick off all the items on the list regardless of the doubts there might be about the advantages to be gained from some of them. Fidelity to the programme and a firm faith in what was thought to be planning often took precedence over a serious concern with practicalities and the prospect of real longer-term benefits.

There were, however, many areas of policy which could not be circumscribed by the party's programme. Here the Labour Government had to respond to problems of the postwar world as they occurred, and especially in foreign affairs this called for an assessment of British interests and capabilities. With the benefit of hindsight it is easy to conclude that Attlee's Government failed to come to grips with the extent of Britain's weakness after 1945. Consequently it embarked on welfare policies at home and main-

tained commitments throughout the world which the economy of the country was too enfeebled to support. Not the least of the merits of Dr Morgan's work is that in relation to so much that fell outside the party programme it demonstrates how unhistorical a view this is for the Labour Government of 1945 Britain was undoubtedly a great power, it did have world-wide interests and commitments, and it still appeared to be capable of exerting a major influence in international affairs. Having this perception of Britain's position, Attlee's Government acted for the most part realistically and often with vision, and did indeed reduce British commitments significantly, for example through the retreat from Empire in India, through disengagement in Greece and in Palestine (though the latter was an unhappy story), and through its readiness to adapt its policies in Germany to take account of economic and political realities.

What we have here is essentially a straightforward history. In conception and method Dr Morgan remains faithful to conventional British historiography: he writes about persons and events on the basis of the rich sources now at the historian's disposal. Political history conceived in this way repre-

sents in essentials an exercise in biographical synthesis, an attempt to reconstruct events by working outwards from personalities and what they did. The biographer may naturally proceed in this way, but the historian who turns to a passage of events may find that such an approach imposes limitations by deflecting him from themes and structuring questions which are of great importance to an understanding of the past. In this particular case Dr Morgan focuses on Attlee's Government, but says little about the character of government at the time. He does not, for example, tackle the relations between the Government and Parliament and the manner in which Parliament was turned into a legislative processing machine (a matter on which Herbert Morrison had a big influence and which he justified to the Procedure Committee of the Commons); there is no assessment of the Government's approach to the Civil Service and the structures of central administration, nor of the problems encountered simply in devising new administrative machinery to implement so many of the schemes enacted; the internal organizations of the Cabinet and its committees receives little attention; not much interest is shown in the centralizing implications of much that was done; the analysis of economic policy and planning in a context of regulation and control inconceivable today might have been taken further to illuminate what it was the Labour Government thought it was doing.

These points are mentioned not so much as criticisms of Dr Morgan's book which is, on its own terms, a successful exercise in historical synthesis. My concern is rather to indicate some of the limitations of a dominant view of political history and what it involves. It is neither necessary nor desirable for the historian to take personalities out of past events. But if he is to succeed in delineating the quality of changes that occurred as well as in explaining some of the continuities maintained, the individuals have to be set within the often tightly structured contexts in which they acted. All this is difficult, especially in relation to recent history, where the temptation to engage in "retrospective politics" in contrast with history is so great. It is a rewarding challenge for the historian and, for that matter, the social scientist not irretrievably submerged in the present. But it is not a challenge boldly taken up by Kenneth Morgan in his treatment of Attlee's Government: on the whole he prefers to play safe.

Nevil Johnson is a fellow of Nuffield College, Oxford.

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Over the past decade and more the Paris publishing house of Le Seuil has been engaged in producing a most enterprising series of paperback histories of modern and contemporary France, allowing their authors every opportunity to adopt a thematic and often highly subjective approach to their areas of specialism. There will be 18 volumes in all, covering French history since the eve of the Revolution, and though there are inevitable differences in quality and internal balance, they have the virtue of turning the reader away from the linear narrative of political history and introducing him to social questions and to issues of significance to provincial France.

The three volumes covering the revolutionary decade are good examples of this approach, and Cambridge should be warmly congratulated on their decision to make them available in translation. For this is far more than just another general history of the Revolution, roaming across a familiar

political canvas. All three authors are active researchers in the field, and two of them, Michel Vovelle and Marc Bouloiseau, have written pioneering studies on the revolutionary experience. Their method of presenting their material is very different, yet each in his own manner succeeds in alerting his readers to the complexity of the Revolution and to the complexities which the subject conceals.

Vovelle stimulates interest by asking a series of controversial questions and pointing to the state of debate among historians in France. Was the Third Estate a legal order? Did 1789 represent one revolutionary movement or several? Was there a capitalist bourgeoisie in France by the end of the ancien régime? And he skillfully treats the early years of the Revolution as a corporate whole, a blend of continuity and change, and discusses it in a boldly thematic manner. Bouloiseau, concentrating on what he terms "the forces unleashed by Jacobinism", is less tentative in his approach: he believes firmly that by 1793 the original constitutional arrangements were outworn and the Girondin politicians who held office no more than "old hacks who had compromised themselves". He does not pause to question the need for the Jacobin revolution in government, but plunges into a most polished analysis of Jacobin ideology and its implications for the French people. His section on Terror in the provinces provides an excellent synthesis of regional studies, and his discussion of the effects of war is the most persuasive to be found in any general work on the Revolution. While Denis Woronoff's volume on the Thermidoreans and the Directory may seem at first glance more orthodox in its structure, here too there is a clear thematic approach, moving swiftly from questions of bureaucracy to the politics of vengeance or the management of the war economy.

Taken together, the three volumes present a valuable prospectus of much of the work on revolutionary France that had been completed by the time of their initial appearance in French, in 1972. It is perhaps unfortunate that, apart from some minor additions to the bibliographies provided in the English edition, nothing has been done to bring the text up to date. Nor do the authors take much account of revolutionary historiography outside France.

Of tsarist reaction and the damping of their raised expectations deeply disappointing. As vocal minorities, feminists and socialists alike could not raise the silent minorities whom they claimed to represent and sought obscure solutions in the pursuit of often self-destructive faction-fighting. The divide separating Russia from the world outside proved wide, though not as wide as the gulf between the Russian city and village. While preserving a spirit of game defiance, the archipelago of opposition was isolated not only from its inspiration in the West but from its natural constituency within Russia.

To suggest that Linda Edmondson poses more questions than she answers about the feminist archipelago is no particular value of compliment. The particular value of *Feminism in Russia* lies in the variety of useful services provided. For a start it comprises a survey (in almost the literal sense) of what was until surprisingly recently an academic terra incognita. The topography of this topic is comprehensively mapped (and over a longer time-scale than the book title suggests). The pioneering work of scholars working on the Russian women's movement is evaluated. The "misleadingly frustrating" lacunae in historical coverage that remain (like the existing shortcomings in historiography and methodology are candidly considered. And in true pioneer spirit, Edmondson boldly takes her claim to some of the more promising plots.

In two areas in particular, Edmondson is especially enlightening. One is the inextinguishable difficulty experienced from the intelligentsia and middle classes to the working classes: the spirited attempt to convert a ladies' campaign into a 'classless women's movement' was a failure. The second is the fact that the 1905 revolution accentuated the inequality between the sexes in a way that could be held to be equal, if only in the sense of men made women more fortunate: after 1905, men and women were no longer equal, but men were more fortunate than women were before (at a time when men were being regarded as inferior to women).

Edmondson's book is a first-rate history of the Russian women's movement. It is a first-rate history of the Russian women's movement.

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Over the past few decades, various aspects of England's inauspicious imperial beginnings, so magnificently and influentially depicted by scholars of a previous generation such as Julian Corbett and James Williamson, have been closely investigated and critically reassessed. There have, however, been relatively few attempts to synthesize the fruits of such studies, and to put them into their European context. The present volume, from two distinguished specialists, is therefore particularly welcome. Nor are our expectations disappointed. The scholarship is careful and wide-ranging. The viewpoints are independent, and the writing is lucid, economical and enlivened by some very humour.

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276 pages; paperback £6.50 (0 631 13649 2)

Catholic survival

The Reformation and the English People
by J.J. Scarisbrick
Blackwell, £14.50
ISBN 0 631 13424 7
In this very readable book based on the Ford lectures given in the University of Oxford in 1982, Professor Scarisbrick sets out to assess the nature of Catholic observance in the nation at large on the eve of the Reformation, chart the extent of the losses inflicted by the policies of Henry VIII and his Protestant successors and demonstrate the continuity between Henrician Catholicism and the Catholic community of Elizabeth's reign. His purpose, in sixteenth century the transformation of the English Catholicism from a church radical disruption for the mass of the population.
Until the break with Rome the vast majority of the population seems to have been satisfied with the teaching and ministry of the late medieval church and oblivious of the need for any drastic reform. Pilgrimages, veneration of the dead and prayers for the dead had captured the laity's imagination. Testator after testator left bequests for the performance of masses for the repose of the souls of his men and villages alike joined lay fraternities, or guilds, whose chief purpose centred upon obsequies for dead members, and a large body of unbeneficed clergy had come into being to supply this demand for intercessory prayer. On this interpretation, the spread of Protestantism in England was largely a consequence, and not a cause, of the Henrician Reformation. Henry VIII's repudiation of the papacy and the ensuing sack of the religious houses took most Englishmen by surprise. What then caused many may well have regarded more as a deformation than a reformation? In

Athens of the North

Experience and Enlightenment: socialization for cultural change in eighteenth-century Scotland
by Charles Camic
Edinburgh University Press, £20.00
ISBN 0 85224 483 5
It is hardly surprising that the Scottish Enlightenment is one of the few attracts scholarly interest in North America and Europe. In the eighteenth century the Scots produced a that spread rapidly through western society. Study of the origins and nature of the Scottish Enlightenment involves consideration of the movement and its produced many modern intellectual doxies. Yet, for the historian, the Enlightenment in Scotland raises major problems of interpretation and the eighteenth century were cosmopolitan and distinguished part of a European network of ideas and scholarship, which both stimulated and less, they were at least equally influenced by the traditions, values and orientations of the society in which they worked and lived.
Yet, herein lies the problem. Scotland was not a propitious environment in the later seventeenth and early eighteenth centuries for the creation of an intellectual golden age. The country lay on the periphery of Europe's economic and cultural life, and was undeveloped and in the 1690s, a generation before the enlightenment, the devastated by famine; above all, the



Henry VIII

the Pilgrimage of Grace and other less serious risings some of the people did rebel. Almost 20 years separated the calling of the Reformation Parliament from the abolition of the chantries, and perhaps only this cautious gradualism prevented further, nationwide revolts. Intimidation and cupidity also certainly played their parts. Observing the king's handling of obstructionist clergy the laity understandably prevented to avoid his wrath. Though many may have felt little antipathy towards the monastic ideal they nevertheless jostled to buy monastic lands once these arrived on the market. Less easy to explain is the virtual disappearance within one or two generations of a belief in purgatory and the cult of the Virgin and the saints.
Had Mary ruled as long as Elizabeth Catholicism could have been re-established permanently in England, yet whether this Catholicism would have evolved painlessly from the popular Catholicism of the first half of the century must remain open to doubt. The question of the survival as against the revival of English Catholicism between 1558 and 1603 occupies the last section of the book. The first generation of Elizabethan Catholics may well have had far stronger links with the old church than has recently been allowed. In some parts of the country former Marian and indeed Henrician priests ministered to Catholic sympathizers for two decades be-

fore the entry of the missionary priests from Douai, and despite its ultimate gentry domination Elizabethan Catholicism retained some of its plebeian adherents. It is difficult, all the same, to see a church under persecution attracting the masses in the ways it had clearly done before Henry VIII thought fit to challenge the pope's supremacy. As the state moved on to identify Catholics as potential, if not actual traitors, the Laodiceans not unexpectedly abandoned the cause. Elizabethan Catholics and Elizabethan Puritans espoused a very similar spiritual rigour while the masses waxed neither hot nor cold.
Perhaps in the last instance change in religion as in much else originates not with a minority but with a minority, and two minorities Professor Scarisbrick has deliberately excluded from consideration are the overlapping groups of university intellectuals and Henrician and Edwardian Protestants. While thus not claiming to offer a total picture of the sixteenth-century religious scene, this study interestingly contests long-held assumptions and adds a fresh dimension to the debate on the English Reformation.

Claire Cross

Dr Cross is reader in history at the University of York.

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A system of terror

Political Violence in Ireland: government and resistance since 1848
by Charles Townshend
Clarendon Press: Oxford University Press, £22.50
ISBN 0 19 821753 6

"Where manners are in conspiracy against law", asked Arthur Young in 1780 in relation to Ireland, "to whom are the oppressed people to have recourse?" The same conflict between popular resistance and government is the subject of Charles Townshend's book, and the author argues that the dimensions of the present conflict in Northern Ireland have been fixed by it. Townshend classifies Irish organized violence, especially before partition, in three forms. One is such spontaneous and incoherent social violence as the nineteenth-century faction fights, which lacked explicit political direction, but occasionally had political implications. A second intrinsically political form, open insurrection, was both rare and unsuccessful. Between the two was the more ambiguous systematic use of terror and intimidation; while this was essentially reactive, it often adopted political language and forms. Its ambiguity lay in the simultaneous mixture of fear and sympathy with which the population regarded it, and which was well characterized by Sir James Stephen's view that "a very small amount of shooting in the legs will effectively deter an immense mass of people from paying rents which they do not want to pay".

The responses of the forces of law and order to these forms of violence, especially when they found common expression during political emergencies, constantly tested the nineteenth-century English liberal aversion to martial law and the domestic employment of troops. Governments habitually used extraordinary legislation to deal with Irish violence, while maintaining normal legal process in England. This arose less from the relative levels of violence as from the perception that Irish violence challenged the very concept of law and order. In this and other ways the public use of intimidation and the operation of an efficient "system of terror", was designed to maintain, not destroy, community order. It relied upon a high expectation of retribution for offenders of community norms; "in other words", as Townshend points out, "it worked very much like what is ordinarily described as law".

The forms of legal constraint and the protests against them created a spiral towards increasingly overt military rule. The persistence of the resulting controversies is depressingly recorded: the debate on whether Fenians should be regarded as political prisoners in 1869; the use of special tribunals of judges instead of juries in the 1880s; the problems which accompanied the operations of troops in civilian settings; the use of informants; William O'Brien's refusal to wear prison clothing in 1887 and his remarkable lengthy refusal to move his bowels as further protest; Thomas Ashe's hunger strike and death in 1917. Underlying this detail was the growth of a more general popular distrust of politics and politicians which, while originally xenophobic, has continued to thrive in both parts of Ireland since partition.

Townshend's decision to examine these issues by focusing on the period between 1848 and the present day has two drawbacks. The direct relationship between Westminster law and Irish order was altered significantly by the Act of Union, and the battle order and preliminary skirmishing between them were established in the years following 1801; it would have been interesting to relate the title wars and O'Connell's repeal agitation to Townshend's central theme.

There is also a difference in balance and treatment between post-1925 events and those preceding them. Affairs in Northern Ireland between 1925 and 1968, including the IRA campaigns of the mid-1930s and the mid-1950s, are allocated four pages. Further, such uncharacteristically tentative suggestions as his claim that

the Civil Rights Association may have been an IRA front in the mid-1960s, which contradicts the balance of academic opinion, require substantiation. Nevertheless it is precisely Townshend's willingness to present an illumination of Northern Ireland's present problems which makes his book such an exceptional contribution to the literature on the conflict. His familiarity with research from other disciplines, notably anthropology, sociology, social geography and psychology, greatly enlivens and enlightens his work. This is a substantial historical work, and a successful affirmation of the relevance of historical study to contemporary problems.

John Darby

John Darby is lecturer in social administration at the New University of Ulster.

Beyond the pale

Racial Exclusionism and the City: the urban support of the National Front
by Christopher T. Husbands
Allen & Unwin, £18.00
ISBN 0 04 329045 0

The research on which *Racial Exclusionism and the City* was based gained notoriety of a sort some time before the book was published. For during the parliamentary debate on the future of the Social Science Research Council, the original title of this council-funded project ("Social and attitudinal characteristics of supporters of right-wing movements in Britain") apparently confirmed Lord Harris's belief that the SSRC was surely wasting public money. In the preface the author invites "wider public" to assess whether Lord Harris was right. He was wrong - but, I fear, only just. By the usual standards of work effort and scholarly presentation, the project was clearly worthwhile. It may additionally contribute to what is an important and sometimes spirited debate on the nature of right-wing politics in Britain. But as an original piece of work on the National Front, the book is flawed.

Christopher Husbands' method is novel. He combines social surveys with the histories of 10 local areas carefully selected to represent declining and growing, and inner and outer urban contexts. He quite rightly wants to go beyond the analysis of aggregate voting statistics and the descriptive accounts of the National Front typical of earlier studies. He reaches these major findings and then draws a number of general inferences about working-class support for the National Front.

First, National Front sympathizers are not so very different from the rest of the population in the sample areas - although younger, marginally self-employed males do tend to be over-re-

Local tensions

present. Unfortunately, Husbands fails to provide us with a national control group. Second, and perhaps most surprisingly, the racial motivations of National Front sympathizers vary from area to area. Fears about neighbourhood change dominate in Leicester; whereas in London, concern with criminality and violence dominate. Finally, on the important question of competition for housing and jobs, the surveys reveal few clear patterns - although the involuntarily unemployed and marginally self-employed are significantly more racist than other groups.

While these findings are interesting, the ways in which the author links them to broader questions of working-class political culture are esoteric, to say the least. Husbands is clearly disappointed with some sections of the British working class. He regrets the "degeneration" of some working-class communities into racism and anti-social behaviour, while others apparently were always beyond the pale. "The arrival of New Commonwealth immigrants merely revealed more publicly than hitherto both the lack of an adaptive capacity and also the parochialism in the values by which their populations had traditionally governed their lives and their be-

Not above suspicion

Corruption and Misconduct in Contemporary British Politics
by Alan Dolg
Penguin Books, £4.95
ISBN 0 14 022346 0

Corruption studies as a branch of political science have recently been making almost as much progress as corruption in politics. Soon they may be as popular a field for specialization as policy studies or industrial sociology. Every forward-looking politics department should be gearing itself to set up a doctoral programme in public service malpractice, with options in patronage abuse and ministerial philandering (for a one year MPhil of course).

Alan Dolg's admirable study of British political misdemeanours will make a serviceable introductory text, as it is objectively written and as it places recent aberrations in a historical context. It suggests, however, some thoughts about the boundaries of the subject. What, in the first place, is corruption? The author notes that he is using "corruption" in the legal sense of "bribery". But what is "bribery"? "Bribery" is explained as "the use or proffered use of inducements or rewards to influence actions or decisions by politicians and public servants to ensure an outcome specifically favourable to the donor". But that goes rather wide as a definition of bribery and it might cover a number of activities, even perhaps political honours or trade union sponsorship of MPs.

No great matter. This is a book about corruption in a broad sense. It is broadened even further by adding "misconduct", which might embrace misbehaviour, impropriety and scandal of many varieties. At least we have

behaviour. The author further he means the "unique" fact of extreme right-wing sympathy being a predominant working-class phenomenon, whereas on the Continent it has won mainly lower-middle or middle-class support. To anyone even slightly familiar with the history of fascism, this fact should be a cause for celebration rather than regret.

Most curiously of all, the author concludes that the recent collapse of the National Front vote has more to do with internal dissension and with the Conservatives pandering to right-wing interests, than to any change in local political cultures. While this may be true, his data simply does not support this conclusion. He has no time series data and he does not ask questions appropriate to the issue. In other words, Husbands is personally convinced that a sizeable minority of the population of his sample areas could at any time re-assess their National Front loyalties. But we only have his word for it. Let us hope that events will prove him wrong.

David McKay

David McKay is senior lecturer in government at the University of Essex.

more political, more partisan.

David Walker, social policy correspondent of *The Times*, has produced a lively commentary on the state of play since 1979. His book will give pleasure to those who favour the Government's plans for rate-capping. The general intention is to emphasize public apathy, ignorance and resentment about local councils; to emphasize local extravagance, waste and mismanagement; to emphasize the influence of public sector unions; to criticize the ineffectiveness of government action between 1979 and 1983. The material is well presented. It is crisp, vigorous and challenging. It is far more stimulating than many an academic treatise that attempts to be profound.

Municipal Empire is exciting but it is not fair. Too much attention is given to the handful of left-wing authorities who follow extreme policies. David Walker writes (page 23) "Ask a local government officer his or her salary and you will probably get an equivocal answer". What response will you get if you put the same question to a private sector employee? The difference is that if you know the status of a local official you can find out his pay merely by consulting appropriate public advertisements. It is difficult to justify the level of pay in the public

a broad grey area around the edges of our syllabus. Which of the following, for example, ought to fall within the remit of a political corruption course? - business donations to party political funds; political patronage; electoral offences; political activities of civil servants; salaries and consultancy fees for MPs; abuse of parliamentary privilege; betrayal of trust by public servants; treachery; espionage; police misconduct; conspiracy to pervert the course of justice; tax evasion; wasting of public money; politically motivated prosecutions; and ministerial cover-ups.

Bypassing such conceptual worries, however, the author concentrates on a range of conduct, mainly involving the receipt of money or the abuse of position, that falls between the undoubtedly corrupt and unlawful and the doubtfully honest or dangerously imprudent. Junkets and travel by members of Parliament at the expense of outside interests possibly fall within this range. So undoubtedly, if it exists) does the conduct of the twenty or thirty MPs described by the Observer as being "known in the public relations industry to be really bendable". Another interesting area is constituted by the employment of ministers and civil servants, after retirement or resignation, by private enterprises with which they have had direct dealings while in office. Some what feeble efforts have been made in the civil service to regulate this practice. But ministers regard themselves as being above suspicion, and some are.

Two inquiries have been held into standards of conduct in public life, central and local - the Redcliffe-Maud report, and the report of the Salmon Commission. One of the oddities that emerged from the latter (though it is not here commented on) was the conclusion that MPs do not fall within the provisions of the statutes that regulate the giving and taking of bribes by public officers, since that legislation (it is alleged) extends only to the members of local and public authorities. The Salmon Commission suggested legislation to correct this anomaly, but Parliament has been too busy since the commission reported in 1976 to implement that recommendation, and the Commons has been too preoccupied even to debate the report. So your MP is someone who (like the British journalist) you cannot hope to bribe or twist. Not at least within the meaning of the Prevention of Corruption Act, 1916.

The most detailed sections of the book relate the best of the local government scandals of the 1960s and 70s, together with the financial misadventures and misdeeds of a number of public sector bodies. Life with the Naval Caterers, Crown Agents and Property Services Agency is vividly evoked. Hitherto the initials PSA have been best known to academics as those of the Political Studies Association of the United Kingdom. That respected and untainted body might now do well to get itself a better class of acronym.

Geoffrey Marshall

Geoffrey Marshall is a fellow of The Queen's College, Oxford.

Catholic children in Belfast, 1980. From *The World Atlas of Revolutions* by Andrew Wheatcroft (Hamish Hamilton, £12.95).

trate that the amount of central control over local government was commonly exaggerated. However, it must be noted that the emphasis on central supervision in the period under the review was legal and administrative while financial pressures had not reached their present level.
The trouble with *Does Politics Matter?* is that it relates to a system of local government that has gone. Academics are tolerant, perhaps too tolerant, of delay in the publication of the results of research. But time matters more in social science than natural science. The properties of matter do not change: patterns of behaviour, especially institutional behaviour, can alter fast. There is now a major confrontation between the central government and local authorities. Detailed analysis of local spending could be very relevant to the contemporary debate. But here Sharpe and Newton do not really help us. They show what questions to ask; what material to use; what processes will provide answers. What is lacking are any answers relating to the last decade.
P.G. Richards
P.G. Richards is professor of political at the University of Southampton.

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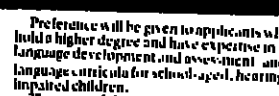
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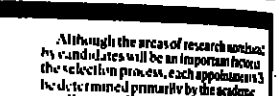
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Requests for application forms and further particulars, quoting reference CIV/37CJ, should be addressed to the Registrar, UMIST, P.O. Box 88, Manchester M60 1QD. Completed applications should be returned by 26th April 1984.

Informal enquiries may be made to Professor F.M. Burdick or to the Registrar.

(14440)

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It is not intended to restrict applications to any particular area of specialization. The successful candidate will have demonstrated ability and achievement in original research, and will also be effective in collaborating with industry.

Applications are invited, from persons of proven ability from either the academic or industrial sectors of accounting. Salary will be in the Professional range with a minimum of £17,275 p.a. (currently under review).

Requests for application forms and further particulars, quoting reference CIV/37CJ, should be addressed to the Registrar, UMIST, P.O. Box 88, Manchester M60 1QD. Completed applications should be returned by 26th April 1984.

Informal enquiries may be made to Professor F.M. Burdick or to the Registrar.

(14441)

University of Manchester

CHAIR OF ACCOUNTING Faculty of Economics and Commerce

Applications are invited for the Chair of Accounting. The person appointed will be expected to provide academic leadership, both in research and in the teaching of accounting in the Faculty.

It is not intended to restrict applications to any particular area of specialization. The successful candidate will have demonstrated ability and achievement in original research, and will also be effective in collaborating with industry.

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Informal enquiries may be made to Professor F.M. Burdick or to the Registrar.

(14443)

Universities continued

Conoco Chair in Applied Mechanics

Department of Mechanical Engineering
Applications are invited for appointment to a Chair in Mechanical Engineering to head the Applied Mechanics Division of the Department. The person appointed will have an outstanding research record and have demonstrated abilities in leadership in the broad area of Applied Mechanics. He or she will be expected to take an active part in the managerial and teaching activities of the Department and to formulate far-reaching ideas on the future thrust in the Department's research in Applied Mechanics. The Chair, which will be tenured, is supported by a generous grant from Conoco (UK) PLC. The salary will be in the Professional range, minimum currently £17,275 p.a. but under review.

Mechanical Engineering is one of UMIST's largest and most successful departments with some 280 undergraduates following 3- and 4-year programmes and more than 130 postgraduates following either 1-year taught MSc courses or undertaking research. The Applied Mechanics Division will have a complement of 12 academic staff on the appointment of its new Head.

Requests for application forms and further particulars, quoting reference ME/38/CJ, should be addressed to the Registrar, UMIST, P.O. Box 88, Manchester M60 1QD. Completed applications should be returned by 26th April 1984. Informal enquiries can be made of Professor B.E. Launder, Chairman of the Department, or the Registrar.



Chair in Civil Engineering

Department of Civil and Structural Engineering
Applications are invited for a Chair in Civil Engineering. The person appointed will be expected to provide academic leadership, both in research and in the teaching of civil engineering in the Department.

It is not intended to restrict applications to any particular area of specialization. The successful candidate will have demonstrated ability and achievement in original research, and will also be effective in collaborating with industry.

Applications are invited, from persons of proven ability from either the academic or industrial sectors of civil engineering. Salary will be in the Professional range with a minimum of £17,275 p.a. (currently under review).

Requests for application forms and further particulars, quoting reference CIV/37CJ, should be addressed to the Registrar, UMIST, P.O. Box 88, Manchester M60 1QD. Completed applications should be returned by 26th April 1984.

Informal enquiries may be made to Professor F.M. Burdick or to the Registrar.



University of Manchester

CHAIR OF ACCOUNTING Faculty of Economics and Commerce

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It is not intended to restrict applications to any particular area of specialization. The successful candidate will have demonstrated ability and achievement in original research, and will also be effective in collaborating with industry.

Applications are invited, from persons of proven ability from either the academic or industrial sectors of accounting. Salary will be in the Professional range with a minimum of £17,275 p.a. (currently under review).

Requests for application forms and further particulars, quoting reference CIV/37CJ, should be addressed to the Registrar, UMIST, P.O. Box 88, Manchester M60 1QD. Completed applications should be returned by 26th April 1984.

Informal enquiries may be made to Professor F.M. Burdick or to the Registrar.

(14444)

University of Manchester

CHAIR OF ACCOUNTING Faculty of Economics and Commerce

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Applications are invited, from persons of proven ability from either the academic or industrial sectors of accounting. Salary will be in the Professional range with a minimum of £17,275 p.a. (currently under review).

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Informal enquiries may be made to Professor F.M. Burdick or to the Registrar.

(14445)

University of Manchester

CHAIR OF ACCOUNTING Faculty of Economics and Commerce

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It is not intended to restrict applications to any particular area of specialization. The successful candidate will have demonstrated ability and achievement in original research, and will also be effective in collaborating with industry.

Applications are invited, from persons of proven ability from either the academic or industrial sectors of accounting. Salary will be in the Professional range with a minimum of £17,275 p.a. (currently under review).

Requests for application forms and further particulars, quoting reference CIV/37CJ, should be addressed to the Registrar, UMIST, P.O. Box 88, Manchester M60 1QD. Completed applications should be returned by 26th April 1984.

Informal enquiries may be made to Professor F.M. Burdick or to the Registrar.

(14446)



CHAIR IN ELECTRONICS

Department of Electrical and Electronic Engineering
Applications are invited for appointment to a Chair in Electronics. The person appointed will be expected to provide academic leadership, both in research and in the teaching of electronics in the Department.

It is not intended to restrict applications to any particular area of specialization. The successful candidate will have demonstrated ability and achievement in original research, and will also be effective in collaborating with industry.

Applications are invited, from persons of proven ability from either the academic or industrial sectors of electronics. Salary will be in the Professional range with a minimum of £17,275 p.a. (currently under review).

Requests for application forms and further particulars, quoting reference CIV/37CJ, should be addressed to the Registrar, University of Auckland, Auckland. Completed applications should be returned by 26th April 1984.

Informal enquiries may be made to Professor F.M. Burdick or to the Registrar.

(14447)

University of Auckland

CHAIR IN ELECTRONICS

Department of Electrical and Electronic Engineering
Applications are invited for appointment to a Chair in Electronics. The person appointed will be expected to provide academic leadership, both in research and in the teaching of electronics in the Department.

It is not intended to restrict applications to any particular area of specialization. The successful candidate will have demonstrated ability and achievement in original research, and will also be effective in collaborating with industry.

Applications are invited, from persons of proven ability from either the academic or industrial sectors of electronics. Salary will be in the Professional range with a minimum of £17,275 p.a. (currently under review).

Requests for application forms and further particulars, quoting reference CIV/37CJ, should be addressed to the Registrar, University of Auckland, Auckland. Completed applications should be returned by 26th April 1984.

Informal enquiries may be made to Professor F.M. Burdick or to the Registrar.

(14448)

University of Auckland

CHAIR IN ELECTRONICS

Department of Electrical and Electronic Engineering
Applications are invited for appointment to a Chair in Electronics. The person appointed will be expected to provide academic leadership, both in research and in the teaching of electronics in the Department.

It is not intended to restrict applications to any particular area of specialization. The successful candidate will have demonstrated ability and achievement in original research, and will also be effective in collaborating with industry.

Applications are invited, from persons of proven ability from either the academic or industrial sectors of electronics. Salary will be in the Professional range with a minimum of £17,275 p.a. (currently under review).

Requests for application forms and further particulars, quoting reference CIV/37CJ, should be addressed to the Registrar, University of Auckland, Auckland. Completed applications should be returned by 26th April 1984.

Informal enquiries may be made to Professor F.M. Burdick or to the Registrar.

(14449)

University of Auckland

